

Western University

Scholarship@Western

---

The Organizational Improvement Plan at  
Western University

Education Faculty

---

6-29-2019

## Creating and Implementing Online Courses through the Development of an E-Pedagogy

Drew Kean  
[dkean@uwo.ca](mailto:dkean@uwo.ca)

Follow this and additional works at: <https://ir.lib.uwo.ca/oip>



Part of the [Educational Leadership Commons](#), and the [Higher Education Commons](#)

---

### Recommended Citation

Kean, D. (2019). Creating and Implementing Online Courses through the Development of an E-Pedagogy. *The Organizational Improvement Plan at Western University*, 115. Retrieved from <https://ir.lib.uwo.ca/oip/115>

This OIP is brought to you for free and open access by the Education Faculty at Scholarship@Western. It has been accepted for inclusion in The Organizational Improvement Plan at Western University by an authorized administrator of Scholarship@Western. For more information, please contact [wlsadmin@uwo.ca](mailto:wlsadmin@uwo.ca).

WESTERN UNIVERSITY

E-pedagogy development: Creating and implementing online courses

By

Drew Erin Kean

AN ORGANIZATIONAL IMPROVEMENT PLAN

SUBMITTED TO THE SCHOOL OF GRADUATE AND POSTDOCTORAL STUDIES

IN PARTIAL FULFILLMENT OF THE REQUIREMENTS FOR THE

DEGREE OF DOCTOR OF EDUCATION

LONDON, ONTARIO

September 30<sup>th</sup>, 2019

© Copyright by Drew Kean, 2019

### **Abstract**

Post-secondary education in Ontario is rapidly transforming due to the changing needs of students which include an expectation of technology-enabled teaching methods and access to flexible learning options, such as online courses. The province of Ontario has responded by including innovative teaching methods and access to flexible learning options in their vision for post-secondary education. The institution discussed within this OIP has responded by offering online courses, however, there is a lack of tools to support faculty when creating and implementing online courses. This Organizational Improvement Plan (OIP) examines how a polytechnic college can address this problem by developing appropriate supports for faculty, ensuring they feel competent and capable in their knowledge and abilities. Using transformational and adaptive leadership approaches, as well as Cawsey et al.'s (2016) Change Path Model, organizational readiness is assessed, the need for change is communicated, possible solutions are explored and a change process monitoring and communication plan is presented.

This problem of practice is significant, as in order to remain competitive as a post-secondary institution (PSI), its capacity to innovate has become a critical factor for its survival (Daher, 2016).

*Keywords:* e-pedagogy, online learning, professional learning communities, transformational leadership

### **Executive Summary**

In the past decade, post-secondary education has undergone a transformation with the emergence of technology and the opportunities it brings for diverse teaching practices, including the development of online courses. This shift was brought on by a new generation of students that has emerged in post-secondary institutions, the Digital Native (Prensky, 2001). Digital Natives are unique in that they desire innovative, fast-paced, customized learning environments with instant feedback, driven by technology (Prensky, 2001). According to Prensky (2001), Digital Natives (also known as Net-Geners, Gen Zs and New Millennium Learners) challenge traditional pedagogical approaches, taught mostly by “Digital Immigrant” faculty (p.2). Digital Immigrants are those who were not born into the digital age, but have adapted to using technology similar to the way a person learns a second language. Although similarities can be drawn between face-to-face and online pedagogical approaches, there are still fundamental differences in developing and delivering the two types of courses. These differences must be acknowledged and addressed by faculty and institutions to ensure they are meeting Ontario’s vision for post-secondary education, which identifies that “institutions will strengthen their innovative teaching approaches, such as technology- enabled learning and experiential learning opportunities, to provide students with a twenty-first century learning experience” (Ontario Ministry of Training, Colleges and Universities, 2013, p.10). This led to the problem of practice (PoP) which articulates a lack of tools to support faculty when creating and implementing online courses within one institution.

The institution discussed throughout this OIP is one of Ontario’s leading Polytechnic institutions, which mission is to provide outstanding education and training for a changing world,

and whose values are student focused, globally connected and place emphasis on innovative teaching practices.

This Organizational Improvement Plan (OIP) is a theory-informed plan for addressing the problem of practice, specifically how to support faculty through the transition from designing in-class to online courses using a specialized pedagogical approach, called an “e-pedagogy” (Serdyukov, 2015). Due to the personal nature of one’s own pedagogical approach, this OIP would be most effectively executed using a transformational and adaptive leadership approach as they both encourage, inspire, and empower faculty to adapt and face challenges, problems and change in a way that mobilizes and motivates faculty to focus on adapting to the change (Bass & Riggio, 2006, Heifetz, 1994). This OIP contends that if faculty feel supported and empowered with the knowledge and skills necessary to teach in an online environment, they will be intrinsically motivated to develop their pedagogical practice, responding to the external environment by aligning themselves with the vision of the institution and province.

According to Schein (2016), organizational culture is one of the most critical factors that influences an organization’s response to its external environment. Because of this, and the personalize nature of the change itself, the cultural organizational theory is used to address the PoP as it focuses on members coming together to take action towards constructing meaning, achieving purpose and clarity and endowing strength (Manning, 2015).

Cawsey et al.’s (2016) Change Path Model is used to frame the change process by reflecting upon the four-stages of leading change: Awakening, Mobilization, Acceleration and Institutionalization. A gap analysis on the institution would identify that there are organizational gaps in communication between levels of the organization, faculty’s desire and/or abilities to teach online courses, in tools to support faculty in designing online courses and between the level

of professionalism the institution expects to reflect and educator's abilities to meet those expectations.

To address these gaps, three possible solutions are explored in detail, with the most appropriate solution including the development of a change team to organize a Professional Learning Community (PLC). The PLC will focus on supporting faculty with the development of an e-pedagogy to design and teach online courses with the leadership from myself as an industry expert.

To drive the changes identified throughout this OIP, I will be utilizing transformational and adaptive leadership techniques to support and encourage faculty throughout the change process, ensuring faculty feel a sense of security and autonomy over their pedagogical practice. My intention as the change leader will be to guide the change process while supporting and fostering the collaborative and collegial culture that currently exists within the institution.

Next, a change process monitoring and evaluation plan is explored which outlines the proposed tools and measures that will be used to track change, gauge process and assess change by connecting with Donnelly and Kirk's (2015) Plan, Do, Study, Act (PDSA) model. As the change plan spans over three years, monitoring and evaluating the change process throughout its entirety will be crucial for the success and longevity of the change. Lastly, Lewin's (1951) Three Stage Model of Change, "Unfreezing, Changing and Refreezing" is used to analyze each stage of the change process and corresponding communications strategies are examined.

### **Acknowledgments**

“It was only a mountain. It just took a little step, a right then a left, then a couple million more, who’s counting? It was only a mountain” (Bentley, D, 2018).

Nothing fills me with greater joy then completing this OIP. Over the past three years, I have climbed many of life’s mountains, but none of them required as much dedication, perseverance and sheer determination to reach the top. I feel an enormous sense of pride in the personal growth, knowledge and inner drive I experienced throughout this journey. Thank you to my family for your unending support and for always reminding me that I am closer than I think. As I stand at the top of this figurative mountain, I take only a moment to reflect back on just how far I have come, before moving on to life’s next grand adventure; parenthood.

## Table of Contents

Abstract.....	ii
Executive Summary.....	iii
Acknowledgements.....	vi
Table of Contents.....	vii
List of Tables.....	ix
List of Figures.....	x
Acronyms.....	xi
 Chapter 1- Introduction and Problem.....	 1
Organizational Contexts.....	1
Political Contexts.....	3
Economic Contexts.....	4
Social Contexts.....	5
Leadership Position and Lens Statement.....	6
Leadership Problem of Practice.....	7
Framing the Problem of Practice.....	8
Historical Overview.....	8
The Cultural Organizational Framework.....	9
Perspective on the Problem of Practice.....	12
PESTE Analysis.....	14
Relevant Internal Data.....	17
Questions Emerging from the Problem of Practice.....	18
Potential Lines of Inquiry.....	18
Factors Contributing to the Problem of Practice.....	20
Challenges Emerging from the Main Problem.....	21
Leadership- Focused Vision for Change.....	23
Present and Envisioned Future State.....	23
Priorities for Change.....	25
Construction to the Envisioned Future State.....	26
Organizational Change Readiness.....	30
Competing Internal and External Forces.....	31
Conclusion.....	32
 Chapter 2 Planning and Development.....	 33
Change through Transformational and Adaptive Leadership.....	33
Framework for Leading the Change Process.....	36
Framing Theories for Organizational Change.....	36
Model for Leading the Change Process.....	37
Awakening Stage.....	38
Mobilization Stage.....	40
Acceleration Stage.....	43
Institutionalization Stage.....	46



Critical Organizational Analysis.....	47
Diagnosing Organizational Gaps.....	47
Work.....	48
Formal Structures.....	50
Informal Organization.....	51
People.....	52
Possible Solutions to Address the Problem of Practice.....	54
Solution 1: Creation of a Task Force to Develop an “Online Teaching Framework”.....	54
Solution 2: Developing a Professional Learning Community.....	56
Solution 3: Development of an E-Pedagogy Faculty Training Program.....	59
Leadership Ethics and Organizational Change.....	63
Ethical Considerations of Change Leaders.....	64
Ethical Considerations of the Problem of Practice.....	65
Conclusion.....	68
 Chapter 3 Implementation, Evaluation, and Communication.....	 69
Change Implementation Plan.....	69
Goals and Priorities.....	69
Connecting with Possible Solutions.....	74
Stakeholder Reactions to Change.....	75
Identifying Long, Medium and Short Term Goals.....	81
Change Process Monitoring and Implementation.....	83
Tools to Measure Progress.....	84
Change Process Time Frame.....	85
Change Cycle Model.....	86
Plan to Communicate the Need for Change and the Change Process.....	89
Organizational Change and Communication Needs.....	89
Developing a Communications Strategy.....	91
Approach for Communicating with Faculty.....	92
Next Steps and Future Considerations.....	96
Conclusion.....	95
 References.....	 99
Appendices.....	109
Appendix A: Challenges at Various Stages of the Change Process and Leadership Strategies to Support Faculty throughout the Change.....	109
Appendix B: Sample Survey to Determine Change Readiness within the Institution...	110
Appendix C: A Model of Topics in an E-Pedagogy Faculty Training Program.....	111

**List of Tables**

<b>Table 1</b> Measurement Tools at Various Stages of the Change Process.....	84
<b>Table 2</b> Summary of the Change Process Time Line.....	87

## List of Figures

<b>Figure 1</b> Organizational Structure of the Institution.....	2
<b>Figure 2</b> External Pressures Influencing the Institution.....	4
<b>Figure 3</b> The Change Path Model in relation to The Three-Stage Model of change.....	37
<b>Figure 4</b> The Congruence Model.....	48
<b>Figure 5</b> Suggested Organization Members to Compose the Change Team.....	73
<b>Figure 6</b> Key Components of PDSA Model.....	88

### **Acronyms**

**Learning Management System (LMS)** - A software application for the administration, documentation, tracking, reporting and delivery of educational courses, training programs, or learning and development programs.

**Organizational Improvement Plan (OIP)** - The culminating project for students in their final year of the Doctor of Education Program (EdD) at Western University.

**Post-secondary Institution (PSI)** - A tertiary educational institution (e.g., college or university).

**Professional Learning Communities (PLCs):**

Groups of teachers who work together in informal professional development settings to trial a new method or initiative.

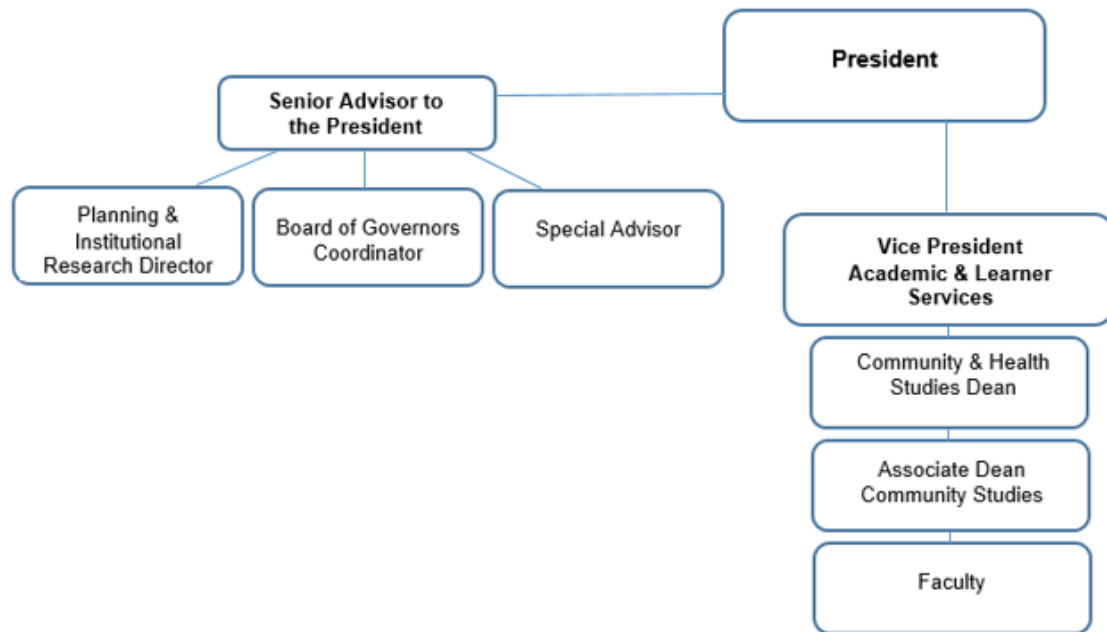
## **CHAPTER 1: INTRODUCTION AND PROBLEM**

This Organizational Improvement Plan (OIP) frames the problem of practice and presents a tangible plan and vision for change. Chapter 1 of this OIP introduces the organization, its overall purpose and structure, and the Problem of Practice (PoP). This chapter also provides broader context by including an analysis of external factors, relevant data, and history of the organization. Priorities for change and the readiness of the institution are explained and an organizational framework is applied to lead the change process. Throughout the development of this OIP, my position as a full-time faculty member within the institution has remained consistent. Currently, my main responsibility is to develop curriculum and teach in-class and hybrid courses which are a mixture of both in-class and online teaching.

### **Organizational Contexts**

The institution I refer to throughout this OIP is a polytechnic college located in Ontario, Canada. This institution offers over 100 diploma, graduate certificate, and Bachelor's Degree programs and has a student population of 10,000 full-time and 15,000 part-time students. The vision of the institution is to enrich lives and fulfill dreams and its mission includes providing outstanding applied education and training for a changing world partly by creating a culture of innovation in their programs and learning environments (Strategic Plan, 2017). There are approximately 300 full-time faculty and approximately 400 part-time faculty. The program I work within includes five full-time faculty, including myself, and two full-time support staff. The culture within our program reflects a positive organizational culture as we share values, beliefs and attitudes which are used to give meaning to situations we encounter as a program and allows us to work as a team (Tasi, 2011). Although our program reflects a collegial environment,

the institution is best represented by a bureaucratic model of governance (Weber, 1958) as it is founded on a hierarchical structure and is tied together by formal chains of command and systems of communication (Baldrige, 1971). Figure 1 outlines the organizational structure of the institution, along with my role within the institution as a full-time faculty member.



*Figure 1.* Organizational structure of the institution, identifying my role within the structure as a faculty member.

Although the institution reflects a bureaucratic model of governance, the leadership approaches within the institution vary. At the highest level, a hierarchal, top-down leadership model is reflected; however at the program level, the associate dean who leads our division and program reflects a behavioural and team management leadership approach which places high importance on both tasks and interpersonal relationships. She promotes participation and teamwork by empowering faculty to be involved and committed to their work and related interests. This approach complements my approach as a transformational leader as I place

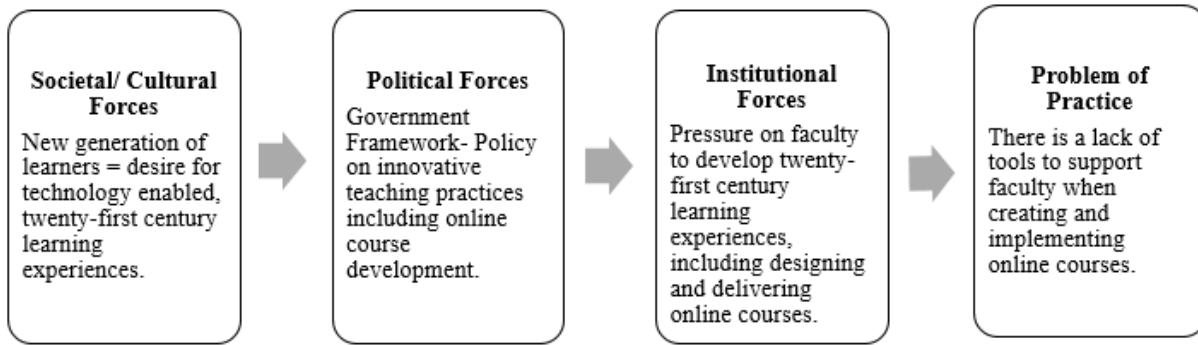
importance on providing a supportive climate in which I understand the individual needs of members, which will be valuable in understanding how to support faculty throughout this OIP.

The following section outlines the broad political, economic, and social contexts of the institution, and will explain how these contexts shape the organization and leadership within it.

### **Political Contexts**

As the institution is one of Ontario's 24 publicly funded colleges, known as Colleges of Applied Arts and Technology (CAATs), it is partially funded by the government. Because of this, it must act in accordance with the Ministry of Advanced Education and Skills Development and reflect Ontario's vision for the post-secondary education system (2017-20 Strategic Mandate Agreement). The institution engages in practices that reflect an institutional theory of governance as it is governed by a Board of Governors who attend to social rules and has responsibility for fiduciary oversight and institutional performance. Additionally, within the organization, there are clusters of particular types of organizations in the form of Program Advisory Committees (PAC) who report to the Board of Governors through the College President. PAC members are an external selection of leaders in their fields with a diversity of program-related experience and expertise to ensure curriculum quality. Lastly, the organization responds in alignment with external expectations built upon environmental norms, values and expectations which causes the institution to act in a prescribed way and drives specific practice.

These expectations can be seen in Figure 2, which, similar to Scott's (2013) Conceptual Model of Institutional Theory and Institutional Forces, identifies how environmental pressures have impacted the institution.



*Figure 2.* External pressures on one post-secondary institution in relation to the Problem of Practice.

Reflecting resource dependency theory (Pfeffer & Salancik, 1978), the institution relies heavily on external resources in order to operate, such as government funding, grants and private sources. This has caused the institution to act in a prescribed way and drives specific practice, such as offering twenty-first century learning experiences, including online courses.

### **Economic Contexts**

The institution is a major driver of economic activity in the region and it is extensively involved in many aspects of the community. As noted in the 2017-20 Strategic Mandate Agreement, based on an economic impact study of 2014-15 data, “5,000 students (including 2,011 international students) relocated to the region and added \$15.4 million in income to the economy. Based on growth, international students are projected to add over \$10 million to the regional economy per year by 2020” (p.15). As international students pay approximately three times the amount of tuition than domestic students (Colleges Ontario, 2017), their tuition accounts for a substantial part of the institution’s funding. The institution also continues to be awarded grants to continue leading research and development projects in the field of natural sciences and engineering, and have received funding for the development of two Technology Access Centres. It should also be noted that the institution is ranked in the top ten on Research Infosource’s (2017) Top 50 Canadian Research Colleges. This information indicates that the



institution is at the forefront of research and development and has access to funding for future projects focusing on innovative technology-based initiatives.

### **Social Contexts**

Aside from the economic benefits on a broad social scale, the institution has several institutional collaborations and partnerships with community partners. As noted in the 2017-20 Strategic Mandate Agreement, such initiatives include building partnerships with business, industry, community members and other colleges and universities as well as focusing on international collaborations and a program mix that meets needs locally, regionally and beyond. Through these partnerships, the institution continues to grow as an integral part of the community and has an 88% employer satisfaction rate in the 2016-2017 year (Colleges Ontario, 2017). The 2017-20 Strategic Mandate Agreement also notes that domestic enrollment has decreased approximately 2.8% in the last three years, however international enrollment has increased approximately 74%. With an increase in international enrollment, the institution has developed an international strategy which includes bringing students to our institution to provide a diverse student body in its programs, provide services and programs to regional business to support economic development within an international context, and to provide services that build on the college's educational expertise in the delivery of applied vocational education (2017-20 Strategic Mandate Agreement). The institution is also planning on developing more online courses as a way to reach international students who are not able to attend on-campus classes. With this strategy, the institution is responding to the increase in international enrollment both within the institution and within the social context of the community.

In summary, although the institution reflects a governance model that places emphasis on a hierarchical approach, leadership within the institution at program level reflects a behavioural

and team-focused approach which creates a more humanistic environment within the institution by placing importance on task and interpersonal relationships. The political, economic and social context of the institution indicate that although the social landscape of the institution is changing, it is responding by developing its international initiatives, resulting in more funding from the Ontario government, which contributes to the financial stability as a top-ten research college in Canada.

### **Leadership Position and Lens Statement**

My leadership approach reflects one of a transformational leader (Bass & Riggio, 2006), and an adaptive leader (Heifetz, 1994). According to Bass & Riggio (2006), a transformational leader is concerned with working with teams to identify needed change, creating a vision to guide the change through inspiration, and executing the change in tandem with committed members of a group. The transformational leadership approach is appropriate as the key to the OIP being effective is to engage with others to create a connection that raises the level of motivation in faculty and inspires them to see the value of technology-enabled pedagogy. An adaptive leadership approach would also be appropriate as it requires leaders to encourage people to adapt, and to face and deal with problems, challenges and change. As this PoP surrounds a significant change in pedagogical approach, having leaders who are able to engage in activities that mobilize, motivate, and focus the attention of others is crucial to success and to maintain a positive cultural environment. As a leader, I am able to demonstrate these leadership approaches through my actions and I have the technical understanding of how to do so most effectively. As education and teaching are my passions, I have a Masters degree in Educational Technology, and a Masters degree in Education and Teaching. I am also a certified Myers-Briggs Type Indicator “Train the Trainer” coach which has provided me with the theoretical understanding of a variety

of personality types and how to approach change with each type. As I have been a full-time employee for this institution for seven years, I have the experience working with faculty and administrators and have an understanding of their ideological approach which values innovative teaching practices and student satisfaction, and believe that these leadership approaches would be appropriate to address the PoP, and carry out the OIP.

### **Leadership Problem of Practice**

The Problem of Practice identifies a lack of tools to support faculty when creating and implementing online courses within one institution. In relation to the PoP, the institution has responded to the external expectations by requesting that faculty begin developing and teaching online courses. However, there is a fundamental difference between designing and implementing in-class and online courses with the latter requiring a specific pedagogical approach. Serdyukov (2015) describes this pedagogical approach as an “e-pedagogy” which is composed of a combination of the Behaviorist learning theory (Skinner, 1965), Cognitivist learning theory (Piaget, 1970) Constructivist learning theory (Schell & Janicki, 2013), and Collaborative learning theory (Harasim 2012). E-pedagogy places an emphasis on faculty becoming mediators, who are engaging and interacting with students co-constructing their learning without direct management, instead of leaders who direct student learning, or facilitators who play more of a passive and reactive role. Serdyukov (2015) suggests that all online instructors be specifically trained to develop their e-pedagogy before allowing instructors to teach online due to the difference in conventional education’s structure, format, learning environment and process, instructional tools, content presentation, and communication, amongst many other factors. As the shift to online teaching is a more recent pedagogical approach, which involves a learner-centered structure and requires further opportunity for asynchronous learning

opportunities (learning that can be done offline, at the student's own pace), some faculty are resisting the change for various reasons. McLean (2005) explains three reasons why faculty might be resistant to technology integration which include, lack of training for faculty, fear online instruction will replace the need for full-time faculty and lastly, faculty desire/ability to teach online courses. In order to close the gap and to ensure faculty and the institution are working in unison, multiple variables need to be considered by leaders. Such variables include understanding faculty concerns, their motivations, abilities and desire to teach using technological tools, instilling a sense of value by addressing their "replacement fears", and demonstrating that there is a human-social element at the heart of the organization by respecting the current organizational culture. If these variables are addressed by leaders who possess characteristics reflective of the transformational leadership approach (Bruns, 1978) change can be a positive and invigorating experience rather than a stressful and negative one.

### **Framing the Problem of Practice**

#### **Historical Overview**

Opening in the mid 1960s, the institution has offered on-campus courses for over fifty years (Ontario Public Service Employees Union OPSEU, 2017). It has only been in the last decade that it has offered fully online courses. This is an important consideration as the majority of faculty were hired when the institution reflected a more traditional model of education (OPSEU, 2017), which included a pedagogical approach focused heavily on lengthy lectures, face-to face classrooms, and faculty-centered methods (Dailey-Hebert & Dennis, 2015).

Although the institution has evolved by responding to outside forces, such as government policies and changing needs of students, the pedagogical approach for many faculty has remained the same. This is problematic as Woodhouse (2015) asserts:

It is important that faculty have a willingness to learn some tools and terminology with which they might not be familiar, because the institution where they find themselves very likely needs to have skills in a variety of areas where they might not have been necessary 15 or 20 years ago, but they are absolutely vital today (p.7).

Ensuring faculty's pedagogical approaches are evolving with the institution is critical to the success and relevance of the institution. As Dailey-Hebert and Dennis (2015) acknowledge, some faculty have already embraced change and innovation by moving to support learning in new ways. Although this is true of my institution, there are still some who remain hesitant or resistant to change, resulting in a misalignment of the educator's approach, the institution's expectations and the province's vision of offering innovative, twenty-first century learning experiences. It is here that there is need for an organizational framework built upon strong leadership that is able to unite members and motivate them towards a common goal. This can be achieved through the cultural organizational framework.

### **The Cultural Organizational Framework**

The cultural organizational theory best fits the PoP because it focuses on members coming together to take action towards constructing meaning, achieving purpose and clarity and endowing strength. According to Schein (2016), organizational culture is one of the most critical factors that influences an organization's response to its external environment. As Daher (2016) asserts, "in today's competitive environment, the capacity to innovate has become a critical factor for an organization's survival" (p. 1). From an institutional perspective, Daher (2016) asserts that organizations are concerned with their adaptation (flexibility) and integration (stability) at the same time. Specifically, as Schein (1985) explains, "all group and organizational theories distinguish two major sets of problems they must deal with: (1) survival, growth, and adaptation in their environment and (2) internal integration that permits daily functioning and the ability to adapt" (p.18). The institution has already reacted to the first problem Schein (1985)

identifies, as it is adapting to its environment by offering hybrid and online courses. However, as we explore Schein's (1985) second problem, which surrounds one of internal integration and daily functioning, it is apparent that there is a more prevalent problem within the institution surrounding faculty having a desire and/or the ability to properly and appropriately use technology, and design and implement online courses. Because of this, there can be a fairly steep and intimidating learning curve that accompanies this new pedagogy.

The importance of faculty being equipped with technology-enabled pedagogical strategies is apparent in Garrison and Kanuka's (2004) article, as they believe that with the onslaught of technological developments, "institutions and educators will require a reconceptualization and reorganization of pedagogical strategies" (p.96). They articulate that the emphasis is on the professor having a sound understanding of how the various teaching methods (face-to-face, hybrid and fully online courses) require different pedagogical approaches. This indicates that it is not enough to provide faculty with expectations outside of their realm of knowledge or comfort level without providing effective tools, strategies and leadership to meet those expectations.

As Manning (2013) explains, there are two perspectives in cultural organizational theory. The first is the anthropological perspective which focuses on all members playing a role in shaping culture within an institution. This is relevant to this PoP as embracing an e-pedagogy can be intimidating for members and may challenge their established beliefs and values. As Tasi (2011) describes, these beliefs and values may have existed in an organization for a long time, and the value of their work will influence their attitudes and behavior.

Another consideration for organizational change is the role new member's play within an institution's culture. As Schein (1990) explains:

Culture perpetuates and reproduces itself through the socialization of new members. The socialization process begins with recruitment and selection as the organization is likely to look for new members who already have the "right" set of assumptions, beliefs, and values (p. 115).

Moving forward, administration may be more selective and directive as to who they hire for positions within post-secondary institutions (PSI), reacting more favorably to applicants who embrace a more technological pedagogy.

The second perspective Manning (2013) describes is the corporate or managerial perspective. Although this perspective is not favorable in PSI's due to its top-down managerial style of governance, administrators may feel they need to embrace this approach if members are resistant to the type of change necessary to meet the needs of Digital Natives, and the expectations of the Ontario government.

The culture of an institution is not only cultivated by the people who represent it, the architecture of a campus also communicates the values, aspirations, and character of an institution. As Manning (2013) explains, "physical space can enable and/or constrain an institution's values. While these spaces can often erroneously be called 'non-traditional', the 'non-campus-like' physical space communicates the message of the institution's values and beliefs" (p.98). In this way, on campus and online students become connected to the campus and link their purposes to an entity larger than themselves. In relation to the PoP, the online space an institution is presenting should also reflect the values and high-standard that coincides with the physical 'on-campus' environment an institution is portraying. Ensuring that the institution's quality assurance reaches their online environments is key to maintaining consistency within the institution. Manning (2013) describes that "regardless of the style of the college or university, campuses evoke a sense of place that remains with students for years after graduation" (p.99). This should be true of all spaces within an institution, both physical and online environments and

exemplifies the need for supportive tools within the institution to support faculty with developing and implementing high-quality online courses.

Overall, in order for leaders to successfully enact change, it will require them take the time to understand the underlying factors that lead to the resistance and to take a proactive approach, thinking positively about their stakeholders, believing that change is possible and are optimistic about the future. Leaders must be committed to the growth and development of members, ensuring a commitment to transparency, and fostering an environment with open communication and diversity. If leaders are successful with this, they not only enable change within the institution, they can transform how an institution operates.

### **Perspective of the Problem of Practice**

**A Provincial Vision of Post-Secondary Education.** In 2012, The Ontario Ministry of Training, Colleges and Universities released a discussion paper entitled *Strengthening Ontario's Centres of Creativity, Innovation and Knowledge* (SOCCIK), (Ontario Ministry of Training, Colleges and Universities, 2012) to seek ways to improve productivity through innovation and to make Ontario's college and university institutions stronger. The report acknowledges that post-secondary education (PSE) systems around the world are rapidly transforming in response to evolving economic, social, and student learning realities and that technology provides new methods for students to access education and interact with peers and their faculty. Furthermore, the report highlights that "rather than faculty 'transmitting' lecture data to students sitting in a hall, digital delivery of course content can free faculty in traditional institutions to engage in direct dialogue and mentorship with students" (p.10). Finally, the report presents the following vision for PSE:

Ontario's colleges will drive creativity, innovation, knowledge, and community engagement through teaching and research. They will put students first by providing the



best possible learning experience for all learners in an affordable and financially sustainable way. (Ontario Ministry of Training, Colleges and Universities, 2012, p.7).

A result of this new vision for post-secondary education includes the need for institutions to make necessary adjustments to their strategic plans to accommodate changing student needs and evolving pedagogical approaches. In relation to the institution discussed throughout this OIP, the potential access to students from outside of the region through online courses also became a focus identified within the strategic plan. By offering more online courses, the institution can capitalize on missed revenue streams such as from those students who are prevented from attending on-campus classes as a result of barriers that may include financial, geographic, and/or physical barriers. According to the *Canadian National Survey of Online and Distance Education* (2018), which examined data from 152 Canadian colleges and 82 Canadian universities (public and private); 30% of institutions reported significant growth in online enrollment (more than 10% from the previous year) and 35% reported modest growth (up between 1-10% from the previous year). These results indicate there that is growing interest in online education and highlights the importance of the institution offering more online courses to ensure they remain relevant and competitive in the post-secondary market.

As a follow-up to this document, the *Empowering Ontario: Transforming Higher Education in the 21<sup>st</sup> Century* (Ontario Ministry of Training, Colleges and Universities, 2012) was released, which outlined a series of changes to position colleges and universities to help achieve the vision articulated in the SOCCIK (Ontario Ministry of Training, Colleges and Universities, 2012) document, as noted above. One of the changes suggested is “embracing world-class, technology-enabled flexible learning” (p.16). Features of a world-class online institute would include online courses, the use of digital technologies (such as simulated learning), and a strong quality assurance framework consistent across all post-secondary activity

(e.g., full and part time, online, hybrid or in-class) to ensure uniform high quality (Ontario Ministry of Training, Colleges and Universities, 2012). In conclusion, these two documents are the foundation for Ontario's vision for post-secondary education as set out by the Ontario government and are meant to guide institutions in their alignment with the new vision throughout the change process.

**PESTE Analysis.** Aside from related literature, another way to gather insight around the problem of practice is through a PESTE analysis. The purpose of this analysis is to examine the political, economic, sociological, technological, and environmental aspects (Cawsey, Deszca & Ingols, 2016) of an organization's context to understand how these forces will shape the change within the institution. A PESTE analysis was conducted on the institution discussed within this OIP, and is explained in the preceding section.

From a political perspective, the Ontario Ministry of Training, Colleges and Universities released SOCCIK (Ontario Ministry of Training, Colleges and Universities, 2012) and *Empowering Ontario: Transforming Higher Education in the 21<sup>st</sup> Century* (Ontario Ministry of Training, Colleges and Universities, 2012) as a proactive response to societal pressures brought on by the changing needs of Digital Native students. As noted in SOCCIK (Ontario Ministry of Training, Colleges and Universities, 2012), the government acknowledged, "technology is driving worldwide changes in education, and it is important that Ontario recognize and respond to these changes so that credentials from Ontario PSE institutions hold their high value" (p.10). The belief that technology is driving changes in education is also reflected by Dailey-Hebert and Dennis (2015) who describe that "in order to remain a relevant part of society, the government and post-secondary institutions must re-examine the present and future needs of those it would serve and the manner in which it should do so" (p. 2). Many PSI's across Canada already

acknowledge the importance in offering online courses as 68% of institutions included in the *Canadian National Survey of Online and Distance Education* (2018), reported that online learning was either very important, or important, for their institution's long-term strategic plan and 65% reported that they either had a plan for e-learning or were developing one.

From an economic perspective, as the province reflects on ways to meet the changing needs of students, online courses have been recognized as an avenue to capitalize on student populations for whom on-campus classes are not an option (Deming, Goldin, Katz, & Yuchtman, 2015). Online courses have the potential to increase access for all learners, resulting in more students enrolling at the institution. Offering such digital options would provide a feasible solution to students who face barriers such as financial, geographic, and physical constraints. According to the *Canadian National Survey of Online and Distance Education* (2018), 95% of institutions rated the most important strategic reason for offering online learning was to increase student access, with 23% of institution's rating increasing actions as important and 72% rating it as very important. The opportunity to access students from outside an institution's catchment area (which would lead to an increase in revenue) was reported as the second most strategic reason with 61% responding with very important and 37% responding with important. It is clear that there remains a need and desire for easy access to high-quality education and providing online courses is a key component to serving this student demographic.

Aside from the economic factors, the sociological factors must also be considered. Developing engaging, online content is critical to meeting the needs of today's students. As Dailey-Hebert and Dennis (2015) explain, "higher education has fallen behind the emerging trends of our time and is currently producing ill-prepared, dissatisfied graduates who emerge from outdated curricula" (p. 1). This is reiterated by Prensky (2001), who highlights that a new

pedagogical approach is required for higher education institutions to remain relevant in today's fast-paced society and to satisfy the needs of Digital Natives. According to the *Canadian National Survey of Online and Distance Education* (2018), the top three barriers to the adoption of online learning within institutions include: additional faculty effort required to develop online courses, inadequate/ pedagogical information available for faculty in online learning, and a lack of acceptance of online instruction by faculty. For change to be implemented within the institution, it will be important that college administrations address these barriers since faculty play a key role in the success of the change process.

In addition to the factors above, technological advancements have made the development and implementation of online courses more assessable and cost effective in comparison to brick and mortar institutions which carry a lot of overhead operating costs. Such developments include software applications such as Learning Management Systems (LMS) intended for the administration, design and delivery of in-class and online educational programs. According to the *Canadian National Survey of Online and Distance Education* (2018), 95% of respondents indicated that they use LMS extensively to design and deliver online courses LMS often provide assistive tools to support faculty such as "how-to" tutorials and online support. However, as Georgina and Olsen (2008) explain, many faculty do not take advantage of the training programs due to constraints such as time, effort and desire.

The final factor to be considered under the PESTE analysis is environmental. As the culture of an institution is not only cultivated by the people who represent it, Manning (2017) describes how the architecture of a campus also communicates the values, aspirations, and character of an institution. In relation to this PoP, the online space the institution presents should also reflect the values and high-standard that coincide with the physical environment the

institution portrays. Ensuring that the institution is providing the same quality online environment as on-campus is key to maintaining consistency within the institution and reiterates the need to support faculty by providing them with the tools they require to design and implement high-quality online courses.

**Relevant Internal Data:**

Internal data regarding the institution's current online course offerings (D. Hubert, personal communication, September 9<sup>th</sup>, 2019) have been gathered and are used to examine how the institution is currently responding to external societal and political pressures to reflect the new vision of PSI's. There are approximately 10,000 fulltime and 15,000 part-time students currently registered at the institution. Of those students, <sup>1</sup>approximately 2,000 are taking online courses offered directly by the institution. Of the 2,000 students, approximately 70-75% are registered as full-time students. Over a three-year period (2016-2019), there has been an 18% increase in online course enrollment. The institution currently offers 15 part-time online courses directly through the institution, however, the institution hosts over 315 online courses through OntarioLearn. OntarioLearn is a collection of shared online college courses in North America in which all 24 publically-funded colleges contribute to hiring online instructors and hosting various courses (Ontario Ministry of Training, Colleges and Universities, 2019). There has been a 15% increase in the number of students from the institution who have enrolled in OntarioLearn courses in the past three years, with 4,940 students currently enrolled. Along with regular credit courses, the institution also offers 100 online general interest courses which are open to the community and do not require enrollment as an official student. Over a three year period (2016-

---

<sup>1</sup> Data is from a phone interview with a field expert who is a coordinator of OntarioLearn.

2019) there has been a 100% increase in enrollment in the general interest courses which suggests that there is demand for continued online course offerings.

The internal data indicate that there is a clear interest in taking online courses since the institution has experienced a year over year increase both in enrollment in online courses within the institution and through OntarioLearn in the 2016-2019 period. Furthermore, to remain competitive in the PSI market, and to capitalize on revenue from online course enrollment, the institution must continue to offer more online courses. As the institution's online course offerings grow, there should be an emphasis placed on ensuring that the quality of the courses reflect the high-standards of the institution, which begins with the development of sound pedagogical practice designed specifically for online course development and implementation.

### **Questions Emerging from the Problem of Practice**

#### **Potential Lines of Inquiry**

Considering the PoP focuses on the development of organizational tools and a shift in pedagogical approach, the following section will discuss two of the various potential lines of inquiry that may emerge. The first surrounds educators' pedagogical approach and their motivation and ability to teach in an online format. The second line of inquiry focuses on whose responsibility is it to ensure faculty are trained to use technology to be able to develop and implement online courses.

In relation to the first line of inquiry, faculty may feel pressure to embody a pedagogy that reflects a technology-enabled twenty-first century learning experience, whether they are prepared for it or not. This is evident in Georgina and Olson's (2008) study which examined how faculty technological literacy and technology training affects their pedagogy. The study consisted of 1,115 higher education faculty members from doctorate-granting institutions and had a 21.2%

response rate. Conclusions were that only 41% of faculty responding preferred to teach in a technology-enhanced way, and using online web space to teach or add breadth to a course (such as the learning management system at our institution) ranked lowest, registering a response for faculty self-perception at 71.2% not proficient (p.6). These statistics demonstrate that although there may be some desire and enthusiasm to teach using technology-enabled pedagogy, there are overriding concerns about one's own proficiencies in using technology effectively. Lloyd, Bryne and McCoy (2012) presented similar results in their literature review of perceived barriers to online education which identified four barriers hindering faculty's desire to teach online courses. The barriers included perceived interpersonal barriers, institutional barriers, training and technology barriers and cost/ benefit barriers. These concerns must be addressed if faculty are expected to design and implement twenty-first century learning experiences. Kirkwood and Price (2006) explain that, "although Information Communication Technologies (ICT) can enable new forms of teaching and learning to take place, they cannot ensure that effective and appropriate learning outcomes are achieved. It is not technologies, but educational purposes, that must provide the lead" (p.260). Georgina and Olson (2008) conclude that there remains a divide between faculty who are willing to adopt a new technological pedagogical approach, and those who remain reluctant to change. This reflects Bacchi's (2009) "discursive effect" which could result in dividing practice between faculty who willingly accept the vision and those who do not.

The second line of inquiry focuses on whose responsibility it is to train faculty in creating online courses. Kebritchi, Lipschuetz and Santiago (2017) outline how taking face-to-face content to online settings can be quite challenging and often proper training and support have not been provided. Georgina and Olson (2008) found "70% of faculty agreed (out of which 18% strongly agreed) that it was the universities' responsibility to train faculty in using technology to

teach. Only 35% agreed (6% strongly agreed) that it was faculty's sole responsibility to learn to use technology” (p. 6). This could be problematic if institutions place the responsibility of researching and applying technology-enabled pedagogy on faculty alone. This also reflects Bacchi's (2009) “discursive effect” as institutions are putting the focus on faculty as the ones who need to change. By doing so, it limits consideration of other factors such as time constraints, teaching schedules, and lastly, their technical ability which could result in the division of perspectives, attitudes between faculty and administrators and negatively impacting the current positive culture of the institution.

### **Factors Contributing to the Problem of Practice**

In relation to the problem of practice, the institution has responded to the changing expectations of society and the government by requesting that faculty begin developing and teaching online courses. However, as the shift to online teaching is a more recent pedagogical approach (Bates & LaBrecque, 2017), many faculty are resisting the change for various reasons. As McLean (2005) indicates, despite the rapid growth of online programs, there are many reasons why faculty are resistant to technology integration. Such reasons include a perceived failure to address practical considerations such as lack of technical support (Olcott & Weight, 1995), and lack of training time (Betts, 1998). Secondly, faculty could experience “replacement fears” in which technology integration will reduce faculty to workers rather than instructional leaders (McLean, 2005) and lastly, faculty may lack the technological knowledge and skills to develop and teach online courses (Georgina & Olsen, 2008).

As the institution's mission is to provide innovative learning environments, it has begun to address the first issue by dedicating resources to developing an Information Technology (IT) department to support faculty. However, as McLean (2005) indicates, the remaining reasons why



faculty resist technology integration surround their self- perceptions and their sense of place within the culture of the institution and their confidence in their own technological skills in using technology effectively. In order to close the gap between institutional and faculty expectations and to ensure they are working in unison, multiple variables need to be considered by leaders. Such variables include understanding faculty concerns, their motivations, abilities and desire to teach using technological tools, instilling a sense of value for them by addressing their “replacement fears”, and demonstrating that there is a human-social element at the heart of the organization by respecting the current program culture of collegiality. If these variables are addressed by leaders who possess characteristics reflective of the transformational leadership approach (Bruns, 1978), change can be a positive and invigorating experience rather than a stressful and negative one.

### **Challenges Emerging From the Main Problem**

As the PoP centers around the adoption of technology- enabled pedagogy, one of the main challenges surrounds the existing basic assumption of faculty within the institution. According to Schein (1994), basic assumptions include unconscious beliefs and values that are not visible, confronted or debated, but are used to define for a culture, what should be focused on, how to react emotionally to what is going on and what actions should be taken in various situations. Schein (1994) identifies that “because the human mind requires cognitive stability, any challenge to a basic assumption will release anxiety and defensiveness” (p.202). Challenges could arise if faculty are resistant to the changes identified within this OIP, which could impact the organization’s overall culture. Buller (2014) explains, in order for change to occur, one of the most important things to do is to get rid of “pessimistic innovation killers” as he notes “their sentiments kill innovation because they reinforce the assumption that change is a bad thing. They

stifle creativity before it has an opportunity to flourish” (p. 149). As this PoP focuses on innovation and change, it is critical to replace nay-sayers with as Buller (2014) describes “innovation midwives” (p. 150) who will foster positivity and emanate the basic assumption that the change is good. A transformational leadership approach would be appropriate as the key to the OIP being effective is to engage with others to create a connection that raises the level of motivation in faculty and inspires them to see the value of technology-enabled pedagogy, and its relevance within the institution.

Schein (1994) outlines the difference in the way groups react in relation to their environment. He describes groups as being “doing” oriented or “being” oriented. “Doing” oriented groups focus on quantitative outcome methods such as measuring decision time, post-meeting consensus and number of ideas generated within the group. “Being” oriented groups focus on the processes and their development, focusing on the creation and recreation of their identities. Due to the type of change described throughout this OIP, faculty will potentially be reinventing or redefining their professional identity to encompass an e-pedagogy, which would best be facilitated by a “being” oriented approach. This approach to change requires supportive tools for faculty to use throughout the transformation process to ensure they feel a sense of belonging and autonomy over their practice. It is here that the second challenge emerges from the PoP, which surrounds the financial costs associated with investing in supportive tools to support faculty with developing and implementing online courses. As Bartley & Golek (2004) describe, “in many organizations the assumption that faculty or trainers are already familiar with the necessary technology [for teaching online] is a highly unrealistic assumption” (p.172). They describe that the “large initial expenditures in new equipment and training for the developers [faculty] can take a substantial amount of time to implement effectively” (p.174). With

restrictions on government funding in higher education, the institution is seeing a “tightening of the economic belt” as fewer funds are allocated to professional development than other institutional initiatives, placing less emphasis on their importance (Strategic Plan, 2018). However, as Paulsen and Smart (2001) explain “there is a need to conceptualize and assess how changes in the environment and public policies link to changes in faculty and institutional behaviour” (p. 554) to ensure financial decisions do not dictate the quality or equality of an institution, including the development and implementation of online courses. Schein (1994) argues that if the embedded basic assumptions of the change do not fit within the institution’s cultural bounds, the existing assumptions will prevail and change is not likely to take place, or remain in place over time.

Overall, it is hoped that the OIP will be well received by faculty and administration. Investing in supportive tools within our institution to support faculty with developing online courses designed for today’s new generation of student would be a positive investment in human capital which would generate new private benefits (e.g., faculty feel competent and eager to teach online) and public benefits (e.g., meeting the needs of Digital Native students) valued by society. If this OIP is unsuccessful, it is hoped that faculty will have had the opportunity to reflect on their own pedagogical approach and question whether their values continue to align with the changing values of the institution and province.

### **Leadership-Focused Vision for Change**

#### **Present and Envisioned Future State**

The present state of the institution reflects a constant state of change, led by a bureaucratic model of governance. As the institution continues to adapt to societal and environmental pressures brought on by changing student needs and new legislation, it has begun

offering technology-enabled courses and online programs to reflect Ontario's new vision for twenty-first century learning environments. These changes were implemented in a top-down leadership model, in which faculty were told they could be teaching online courses, without any technical training or experience. From an institutional perspective, there is an organizational gap between the current state where not all faculty are competent and capable of designing and implementing an online course, and the desired state of institutionalization of online teaching in which all faculty are competent, capable and willing to design and implementing an online course.

As discussed, designing and implementing online courses requires a shift in pedagogical approach. This may be a difficult change for faculty as some tie their professional identity to their face-to-face teaching, where they had a high level of expertise (Kebritchi, Lipschuetz and Santiago, 2017). Redefining personal and professional identity takes time and can be a complex process requiring new concepts and involves a progression from one pedagogical approach to another. In order to reach the envisioned future state of the institution, cultural theories of change will be used, which focus on taking action towards constructing meaning, achieving purpose and clarity and endowing strength within its members and the institution. By providing clarity to faculty and engaging with them in a transparent way, members may experience a high level of efficacy and motivation. In turn, faculty may become more valuable contributors to the change process as they may be more intrinsically motivated to make changes in their pedagogy to reflect the institution's vision for a twenty-first century learning experience (Bandura, 1990). The institution must also examine the types of internal changes that can be made to ensure this process is as supportive, transparent and efficient as possible, to meet the needs of their students and to cultivate a culture of congruence amongst faculty and administration within the

institution. This envisioned future state process begins by identifying priorities for change within the institution, which are discussed below.

### **Priorities for Change**

To identify priorities for change, we must examine key stakeholder and organizational interests, beginning with faculty. As the OIP focuses on a shift in pedagogical approach, it reflects what Kezar (2014) describes as second-order change. According to Kezar (2014), the distinction between first and second-order change is quite significant, with the first involving minor improvements or adjustments to the change process and the second type requiring that underlying values, assumptions, structures, processes, and culture be addressed. According to Kezar (2014), this type of second-order change requires opportunities for people to engage in a process that helps them to understand the necessity of the change; Kezar (2014) describes this process as “sensemaking”. Since this requires change at the individual level, the priority to initiate the change process begins by providing the opportunity for introspective reflection and analysis about faculty’s preconceived fears of the change itself. In doing so, faculty and administration will gain an understanding of the underlying factors that lead to the resistance to change and begin addressing them.

The second stakeholder in this OIP is the institution. In order for the institution to engage in the change process, it will require an internal examination into how the institution is currently supporting faculty in meeting the new vision of the institution. Kebritchi, Lipschuetz and Santiago (2017) assert, “higher education institutions play a central role in enhancing the quality of online education by providing support for instructors, learners, and content developers” (p. 21). By analyzing the current support systems in place, and identifying the gaps

in leadership and/or support, the institution will develop an awareness for the areas of change that are needed.

The third stakeholders within this OIP are students. As discussed, post-secondary education has experienced a change in student population. Lavin, Korte and Davies (2010) describe that an institution must adapt to the changes necessary to stay relevant in the industry, as we have reached the point where the use of technology and availability of flexible learning options, such as online courses are expected by students. In order to ensure student satisfaction and retention within our organization, and to remain viable in the post-secondary industry, we must be providing technology-enabled learning environments including online learning options that reflect the institution's current high standards of on-campus of practice.

### **Construction of the Envisioned Future State**

As Manning (2017) describes, strengths of the cultural perspective reflect how it illuminates connections among communities and organizational lives while also clarifying how people become connected to the organization, including colleges in meaningful and long-lasting ways. This highlights the importance of faculty feeling connected to the core values and mission of the institution and the importance of communicating the new vision of the institution to ensure the organizational culture remains cohesive. If faculty are not provided with clear information or training reflecting the new vision, the organizational culture could be negatively impacted.

Alternatively, Manning (2017) also describes a weakness of the cultural perspective as it may situate higher education and its traditions in the past rather than in the future. In relation to the PoP, while cultural traditions are important, it is equally important that the institution is not out of step with current issues in higher education such as the changing student needs of Digital Natives. Faculty who are not adapting to the current vision of the institution, put the institution at

risk of not staying relevant as a post-secondary institution. It is important to place an effort on balancing both perspectives throughout the change process to ensure the change will be a positive and long lasting one.

To examine how change will occur, Curry's (1991) three-stage model of change (Mobilization, Implementation and Institutionalization) is used to examine how change will evolve and become institutionalized. This model overlaps with Cawsey, Deszca and Ingols' (2016) Change Path Model which outlines four stages of the change process using complimentary stages (Awakening, Mobilization, Acceleration and Institutionalization) which will be analyzed in subsequent chapters.

The first stage of Curry's (1991) model is Mobilization. It is at this stage where the institution will prepare for change. First, leaders must bring an awareness of the problem by raising the consciousness of faculty by exploring what the actual problem may be. As this OIP focuses on new learning and involves a progression from one pedagogical approach to another, it would best be led by transformative leaders who foster the development of a positive organizational culture, and are capable of engaging all members in the sensemaking and organizational learning process. Through the sensemaking process, individuals will be encouraged to explore what the change in vision means for their role, their identity within the institution, and how the overall change fits in with the culture of the institution. Schein (1985) highlights the importance of an organization's culture serving as a coping mechanism for solving problems and interpreting institutional events. If faculty engage in this process, they will be encouraged to identify and evaluate their own perceptions of the value of a technological practice, encouraged to attach new meaning to familiar concepts and ideas, and prompted to develop new language that describes the changed institution, leading to a stronger organizational

culture, in which members are participative and empowered. During this time, faculty must be given time to wrestle with new concepts and ideas as institutional change is accompanied by modifications in overall perceptions as well as practices (the value of technology-enabled pedagogy and their own technological abilities). Schein (1985) explains that when members work together in this way, they can function as a “social control system” in which shared agreement exists amongst members regarding values, attitudes and organizational beliefs. Similar to Schein (1985), Smirchich (1983) describes how “organizational culture, through its values, can function as the social glue that conveys to employees a sense of identity, facilitates the generation of commitment to something larger than the self, enhances social systems stability and guides and shapes behavior” (p.341). To ensure greater success, multiple opportunities for collaboration and sensemaking must be made available as this process works best when it is repeated, ongoing, and inclusive (Kezar, 2014). By providing the time, space and tools for faculty to prepare for the change process, transformational leaders can create an environment that respects faculty, the institution and create a positive, relevant organizational culture.

The second stage in Curry’s model (1991) is Implementation, and focuses on creating the infrastructure required for the change to be implemented. From the cultural perspectives, Kezar and Lester (2011) explain that this can be done by having grass-roots, inspirational leaders who could leverage strategies for creating change. Strategies include providing intellectual and professional development opportunities, gathering data and partnering with influential external stakeholders. These strategies will lay the foundation for change by establishing concrete ways that innovation is represented, and providing momentum for the change process. As Daher (2016) identifies, “organizations consist of sets of interrelated and interdependent elements, in which changes in one element of the system would have ripple effects throughout the entire



organization” (p.5). To ensure the change is benefiting all stakeholders as it progresses, it will be critical to carefully monitor the process to ensure the ripple effects the change is creating remain positive throughout the entire organization. Cultural theories explore the idea of shared leadership whereby collective networks of additional stakeholders with a broader set of change capabilities across all skill areas may be brought in to enhance the change process with their expertise. Cawsey et al. (2016) describe these networks as change teams. This may include people from a variety of backgrounds such as Information Technology specialists, members from outside agencies that have engaged in similar processes or others within the institution that could offer support and enhance the change process. It is at this stage that faculty will be able to develop their skills and implement changes to their pedagogical approach as new behaviours start to become more commonplace; however some members may not fully accept the new procedures and may require additional support. Ensuring faculty are supported throughout the change process is critical for successful implementation of the changes and for the culture of an institution to remain positive. Storberg-Walker and Torracco (2004) assert, “effective change begins at an organizational level: individual transformative learning is required for organizational change... if an organization does not place a high priority on individual transformation, the organizational change interventions may fail” (p. 815). At this point in the change process, members have not solidified their beliefs towards the change; rather the change is still an innovation.

The last stage in Curry’s (1991) model is Institutionalization. It is at this stage that the policies and procedure become the standard operating procedure and become imbedded in the value system of the institution. During this time, leaders within the institution can work to stabilize and maintain the change and make it part of the organization’s typical schema; the

change will have become institutionalized. Leaders will be able to draw upon cultural theories to help overcome obstacles that may arise at this stage such as member's reverting to old patterns or who require additional support to implement the new changes. It is at this point that tracking and monitoring the success of the change to determine whether or not the desired goals have been achieved becomes important as the institutions ability to measure each change sets the stage for future change initiatives. Kezar (2014) identifies that a change (innovation) reaches the institutionalization stage when it is no longer viewed as an innovation and has become virtually indistinguishable from the rest of the institution. Kezar (2014) describes this as "the *cultural level*" (p.168) and notes that organizational evolution occurs over time rather than through set, delineated levels.

### **Organizational Change Readiness**

The readiness of the institution is dependent on multiple variables but perhaps the most important variable is faculty's readiness to change. To begin, Cawsey et al's (2016) Change Path Model will be used to frame the change process. In this model, four stages guide change agents: Awakening, Mobilization, Acceleration and Institutionalization (Cawsey et al., 2016). To begin to understand the institution's readiness to change, the first stage, Awakening, is examined. According to Cawsey et al. (2016), Awakening begins with a Critical Organizational Analysis, which consists of leaders developing an understanding of the internal and external environment to understand forces for and against organizational change. This can be done by analyzing political and social influences impacting post-secondary education, such as reviewing policies and mandates to ensure a thorough understanding of these forces. Next, leaders must critically examine what is going on inside the institution, to ensure they have a true understanding of how these forces are impacting the institution. This process can begin by examining how the

institution currently supports faculty in the creation of online courses, and by working with faculty to understand their perceptions of the new vision of the institution and their role within the change process. Lastly, leaders assess and discuss the internal and external challenges and the impact each one has on the institutional change, and examine the level of leadership readiness to support the change initiative throughout the organization. This process brings together the information gained from the first two stages and provides the foundation for the Awakening stage of Cawsey et al's., (2016) model.

### **Competing Internal and External Forces**

To gain an understanding of competing internal and external forces, we must understand key stakeholder interests. From an external focus, the institution must consider the impact from legislation, of a new vision for post-secondary education and recent population trends (Cawsey et al., 2016) desiring technology enabled and online courses. Because of these external forces, the institution has identified through its strategic plan that change is needed and has already begun developing online courses within the institution. From an internal perspective, some faculty are resistant to changing their pedagogical approach and have not demonstrated an interest in online teaching, leading to the organizational gap, and competing internal and external forces. As faculty are unionized, there are added challenges when it comes to the change process as Cassell and Halaseh (2004) assert, “unionization reduces collegiality and trust on campuses between faculty and administrators” (p.4), and potentially making change within the institution a difficult and stressful process for all those involved. If faculty continue to resist change, institution may have a more challenging time ensuring faculty are portraying the vision, mission and values of the institution and may resort back to a top-down, authoritarian leadership style in which management dictates policies, procedures and directs and controls without meaningful

participation from faculty. Manning (2017) explains how, due to the population of colleges and the potential for multiple and potentially conflicting values and assumptions, achieving a harmonious culture is impossible. However, it is important that faculty feel a sense of connectedness to the institution's culture and to their own teaching practice. Including faculty in the decision-making process and ensuring all stakeholders are working together in a transparent way should help build the trust and collegiality between both forces and may lead to positive and efficient changes within the institution.

### **Conclusion**

Chapter 1 of this OIP framed the organizational context of the institution as well as presented the problem of practice, a lack of tools to support faculty when creating and implementing online courses within one institution. As the PoP focuses on new learning and second-order change (Kezar, 2014), it will require faculty to be authentically ready for the change, which will ideally happen through the change process led by transformational leaders. In order for the change process to be initiated, the institution must be ready for the change process. Cawsey et al.'s (2016) Change Path Model outlines how to assess the institution's readiness for change and outlines four stages to guide change agents through the change process, beginning with the Awakening stage. Within this stage, leaders must engage in Critical Organizational Analysis (Cawsey et al., 2016) to gain a thorough understanding of the internal and external forces impacting the PoP, before moving on to subsequent stages in the change model. Chapter 2 of this OIP will focus on the cultural framework for leading the change process, and the next stages of Cawsey et al.'s (2016) Change Path Model will be worked through. Furthermore, possible solutions to the problem of practice will be explored.

## **CHAPTER 2: PLANNING AND DEVELOPMENT**

While Chapter 1 focused on why change is important for the institution, Chapter 2 examines the specific changes deemed most critical and outlines a framework for leading the change process, using Cawsey, Deszca and Ingol's Change Path Model (2016). Next, Nadler and Tushman's Congruence Model (1980) is used to engage in a critical organization analysis, followed by a proposal of possible solutions to address the PoP. Lastly, an analysis of leadership ethics and organizational change issues are explored.

### **Change through Transformational and Adaptive Leadership**

Addressing the problem of a lack of tools to support faculty when creating and implementing online courses, the OIP would be most effectively executed using a transformational and adaptive leadership approach. The combination of these two approaches will propel change forward in relation to the PoP, as they both encourage, inspire, and empower members to adapt and face challenges, problems and change in a way that mobilizes and motivates them to focus on adapting to the new circumstance (Northhouse, 2016). To develop a more thorough understanding of why the transformational and adaptive leadership approaches were selected, the following section will explain how these approaches address the PoP and align with the institution and the new vision of post-secondary education in Ontario.

According to Bass and Riggio (2006), the transformational leadership approach specifically focuses on developing an intrinsic motivation within members to engage in the change and transformation process by connecting with members on an individual level and interacting with them in a charismatic way. As the PoP identifies a lack of tools to support

faculty when creating and implementing online courses, one might consider the problem to be with the member's own abilities to design and/or implement an online course. Although this may be true (Georgina & Olson, 2007, McLean, 2005). Kebritchi et al. (2017) explain that along with the shift to online teaching, there is also a shift in the role faculty play within the learning environment, and that teaching online does not simply mean taking face-to-face content and putting it online. Juan, Steegman, Huertas, Martinez and Simosa (2011) explain that online instructor roles change from a performer or knowledge transmission agent to a guide or specialist there to support students' learning process, resulting in most cases, in a need for change in pedagogical approach. Because the pedagogical approach differs from traditional approaches, some faculty may be resistant to change, given their lack of experience with this newer teaching method. Fein and Logan (2003) explain that faculty may experience challenges at three phases with online education: the design, the delivery, and the follow-up as it differs greatly from traditional pedagogical approaches used in teacher-centered, face-to-face courses. Because of this changing role, faculty would benefit from a transformational leader, as, with this type of leadership, members are viewed as individuals and their concerns are acknowledged and addressed charismatically by leaders, validating their concerns and respecting their role within the institution. Leaders using the transformational approach view members as valuable contributors to the change process, and are able to instill a sense of security within their members that the change is positive and necessary for the growth of individuals and the institution. It is hoped that members will feel intrinsically motivated and empowered to achieve more than what is expected of them.

Along with the transformational leadership approach, the adaptive leadership approach will propel change forward within the institution as it focuses on encouraging members to adapt

to change by providing adequate time, opportunity and space to understand the change, to explore and reflect on their values and to develop the skills necessary to adjust to the new circumstances (Heifetz, 1994). The adaptive leader focuses on helping members confront difficult changes and the challenges that coincide with them, by demonstrating the following behaviours. Adaptive leaders are able to remove themselves from the conflict and emotion to develop a clear objective understanding of the reality of the change. This allows leaders to assess how they can assist members and remain nonpartisan through the change process. Next, leaders must diagnose the change as either a technical challenge (one in which they can use their own expertise to address) or an adaptive challenge (one in which requires collaboration between leaders and followers) to approach change appropriately. Leaders must also be able to regulate distress in themselves and their members throughout the change process, creating an atmosphere where members feel safe tackling difficult problems. Lastly, adaptive leaders must encourage members to stay disciplined and focused on the change process and not avoid or disregard it. Appendix A, outlines an adaptation of Fein and Logan's (2003) framework for identifying challenges at various stages of the change process. Furthermore, strategies are suggested to support faculty throughout the change process reflective of Bass and Riggio's (2006), transformational leadership methods, and Heifetz (1994) adaptive leadership methods.

The transformational leadership approach and the adaptive leadership approach both rely on trust in leadership to be successful. Dirks and Ferrin (2002) describe trust as "a psychological state comprising the intention to accept vulnerability based upon positive expectations of the intentions or behaviour of another" (p.613). The importance of cultivating a sense of trust between faculty and leaders within the institution will be critical for the OIP to be successful.

Other leadership models have been considered such as transactional, servant and behavioural leadership, however they were not selected for this OIP as they involve leadership practices that focus more on the exchanges that occur between leaders and followers in a uni-dimensional way and often address a single facet of the organization such as student retention, rather than including all members into the change plan and its goals. Given the personal nature of the PoP, the transformational and adaptive leadership approach are optimal to propel change forward since they both focus on engaging with members to build a level of motivation and morality in both the leader and members. The transformational and adaptive leadership approach both work to develop a sense of trust and to ensure members feel valued and supported, in a multi-dimensional capacity. If leaders are successful in maintaining meaningful approaches and respectful relationships, they are more likely to engage faculty in the change process and reach the preferred organizational state.

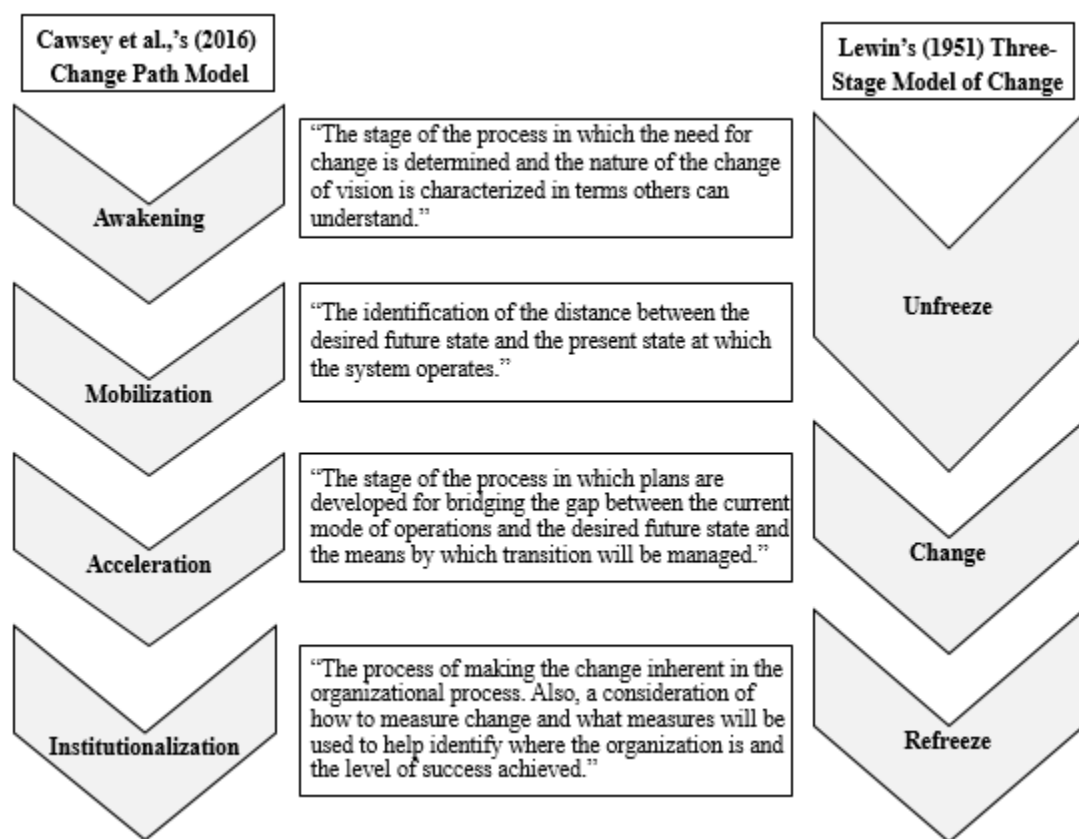
### **Framework for Leading the Change Process**

#### **Framing Theories for Organizational Change**

Changes to an organization's structure have the ability to affect the cultural balance within an institution. According to Detert, Schroder and Mauriel (2000), the culture of an organization is defined as "a system of shared values, defining what is important, and norms defining appropriate attitudes and behaviours that guide members' attitudes and behaviours" (p.852). Because organizational change can be a complex undertaking, applying more than one model will allow for more tools for the change leader and organization to work with. As the changes outlined within this OIP impact members' individual pedagogical approach, which can be linked to their personal and professional identity, Cawsey et al.'s (2016) Change Path Model will be used to frame the proposed organizational change. This model was chosen as it



recognizes that organizational structures shape and impact people's attitudes and behaviours, and provides a four-stage guide for leading the change process: Awakening, Mobilization, Acceleration and Institutionalization (Cawsey et al., 2016). Lewin's (1951) Three- Stage Model of Change will also be used as it provides a practical model for understanding the change process. Figure 3, outlines the specific stages in Cawsey et al.,'s (2016) Change Path Model in relation to Lewin's (1951) Three-Stage Model of Change.



*Figure 3. Cawsey et al.'s (2016) Change Path Model in relation to Lewin's (1951) Three-stage model of change. Adapted from *Organizational change: An action- oriented toolkit*, by T. F. Cawsey, G. Deszca, and C. Ingols, 2016, Los Angeles, CA: Sage, and *Field theory in social science*, by K. Lewin, 1951, Toronto, CA: Harper & Brothers. Note. All quoted text is cited from *Organizational change: An action- oriented toolkit*, by T. F. Cawsey, G. Deszca, and C. Ingols, 2016, p. 60.*

### Model for Leading the Change Process

To begin the change process, each stage of Cawsey et al.'s (2016) Change Path Model will be analyzed followed by Lewin's (1951) Three Stage Model of Change. Both models will be examined and applied to the problem of practice followed by a synthesis of how each model fosters organizational change.

**Awakening Stage.** Awakening is the stage of the change process in which the need for change is determined and the vision for the change is conceptualized and presented in context to facilitate understanding by members impacted by the change. Cawsey et al. (2016), present four key components in this stage of the Change Path Model: Identify a need for change through data collection, identify an organizational gap between the current and envisioned future state, develop a vision for change, and share the vision and its importance throughout the institution. Addressing the first component, awakening begins with identifying a need for change. Change leaders do this by scanning the institutions' environment to gain knowledge about the need for change. This can be done through a Critical Organizational Analysis, which consists of leaders developing an understanding of the internal and external environment to understand forces for and against organizational shift.

The second component in the Awakening stage includes identifying organizational gaps by understanding the differences in the current and envisioned future state. In relation to the PoP, the institution has responded to the external environment, as they have implemented changes set by the Ontario government by offering online courses. However, the institution has not addressed possible internal forces against the organizational shift, as there remains a gap in the desired future state of the institution and in the organization's present reality. In relation to the PoP, McLean (2015), explains that possible internal forces against the organizational shift may include a lack of institutional vision for the integration of technology, a perceived lack of

technical support for faculty, and faculty resistance to the integration of technology and online teaching. To gain an understanding of the dynamics internal to their organization and to understand stakeholder attitudes and beliefs surrounding the need for change, change leaders need to compile data from all significant parts of the institution. This is reflective of Lewin's (1951) "unfreezing" stage, which focuses on preparing the organization to accept that change is necessary by identifying why the status quo cannot continue and creating the motivation for change.

Quantitative methods such as providing surveys would give insight into the generalized sense of educator's desire and willingness to design and implement online course within the institution. This method would also allow the opportunity to collect feedback from a wide number of participants in a cost-effective and timely manner. However, qualitative data sources including open-ended surveys or questionnaires aimed at gaining insight and understanding of underlying motivations would provide more personalized data and could be used to develop an understanding of faculty's underlying concerns, motivations, self-perceptions of their technical ability and how they feel they could be better supported throughout to reach the envisioned future state. Although qualitative methods have the potential to generate more personalized data, it is also a more time-intensive method of data collection, which must be taken into consideration when planning the change process. In order to drive change within the institution, administration must recognize that investment in human capital is as important as their investment in technological infrastructure. Furthermore, the administration must work towards addressing internal forces against the change. By developing and disseminating a powerful vision for change at a mandatory divisional meeting, it is anticipated that stakeholders will become clear about the need for change, the direction of the change process, and each of their roles within it.

Developing a vision for change is the third and critical component of the Awakening stage. Unlike longer-term organizational visions, change visions are “shorter in term, more specific as to the targets for change, the tangible outcomes to be achieved, and the anticipated impact” (Cawsey et al., 2016, p.127). To create a meaningful vision for change, Cawsey et al. (2016) explain the importance of answering two questions: First, where do common interests among stakeholders lie? And second, can the vision surround common interests without diverting the vision’s purpose? In relation to the PoP, change leaders can use the aforementioned data to answer the first question by seeking out patterns in attitudes and beliefs among members while also providing change leaders with a better sense of how to articulate, “why change” in a way that members will understand and that is meaningful to them. The same data can also be used to answer the second questions by focusing on specific changes that will close organizational gaps and achieve the envisioned future state. The envisioned future state is to have all faculty trained so that they are able to design and implement online courses that provide students with twenty-first century learning experiences.

Once the vision for change has been determined, change leaders will be tasked with the final component of this stage; disseminating the vision for change and its importance through various communication channels. In relation to the PoP, communication channels could include campus wide emails, newsletters, presentations at divisional meetings, and at individual program’s staff meetings. Once an awareness has been developed surrounding stakeholder common interests and the vision for change has been determined and disseminated, the change process can then progress toward positive actions, in the Mobilization stage.

**Mobilization Stage.** In the mobilization stage, several significant actions take place. With the information gathered from the previous stage, change leaders can now further develop

and solidify through various forms of additional analysis, what needs to change and engage others in the change process using multiple communication channels. Below, I discuss Cawsey et al.'s (2016) four key components of the Mobilization stage, which are: Understand the formal structures and leverage them to reach the change vision, recognize power dynamics and existing organizational culture, communicate the need for change institution wide while managing stakeholder reactions to leverage the change, and leverage change agent's skills, knowledge and abilities to propel change forward (Cawsey et al, 2016).

Reflective of a bureaucratic model of governance, the institution is guided by a strategic plan and follows specific rules and procedures designed to ensure efficiency and economic effectiveness. In 2017, the strategic plan was modified to bring it into alignment with changing external conditions, specifically; the provinces new vision for post-secondary institutions. To advance the changes within an organization, Cawsey et al. (2016) suggest change leaders consider the level of approval required for the changes proposed. In relation to this OIP, the proposed solutions discussed in subsequent sections should not require formal approval from the Board of Directors, as the changes suggested (in subsequent sections) fall within the authority of senior management, the Dean of Community Studies. However, regardless of the level of authority required for approval, Cawsey et al. (2016) outline various considerations regarding positioning a proposal for change to elicit a favorable response. To enhance the likelihood of acceptance of the proposed change, the proposal should outline how the change aligns with the mission, vision, and strategic plan of the institution and outline how the change initiative adds value to the institution.

Addressing the second component of this stage, the organization's existing culture influences the adoption and success of the change and should be considered when change agents

develop the change process. As Cawsey et al. (2016) explain, “Change occurs when the perceived benefits of the change are greater than the perceived cost of the change” (p. 193). It is important that change leaders provide stakeholders with an understanding of the need for change by differentiating between the costs and benefits of the change, provide data demonstrating the need for change and how the overall benefits are worth the effort of the change. A stakeholder analysis will assist change agents in identifying key individuals who are impacted by the change and who can influence the adoption of the change within the institution. A stakeholder map will provide a visual representation of the interdependencies of various stakeholders within the institution, which will assist change leaders in understanding the dynamics between key representatives and can be used to identify groupings and influence patterns in levels of support and resistance. Based upon the information gathered through a stakeholder analysis and stakeholder map, the action plan can be designed to ensure it addresses the concerns of those impacted by the change and specific strategies can be developed to evoke stakeholder responses that will contribute to the desired results of the change plan.

To address the third component of the Mobilization stage, change agents must now focus on communicating the need for change throughout the organization and manage those involved as they react and carry out the change. As methods of communicating the needs for change have previously been discussed, managing members as they move through the change process will be the focus of this section. In an effort to minimize the negative effects of change on members, Cawsey et al. (2016) suggest change leaders engage with members throughout the change process by being transparent and timely with information sharing, including members in decisions that affect them, and encourage two-way communication through various communication channels. In relation to the PoP, the transformational and adaptive leadership

approach would support the aforementioned strategies which would in turn, enhance the change process.

The final component in Mobilization stage surrounds leveraging change agent's skills, abilities and personalities to propel the change forward. To assess the likelihood of a change leaders success, Cawsey et al. (2016) express six characteristics that stand out as particularly relevant for change leaders: commitment to bringing about improvement, encompass heightened interpersonal and communication skills, be resilient to setbacks and persist with the cause, remain focused on the goal and make informed judgements, have experience with change and have access to supportive networks, and lastly, they must have intelligence surrounding the change as well as emotional intelligence, characterized as encompassing empathy, self-regulation and having a positive and yet realistic outlook, amongst other qualities. However, having a change leader who encompasses these qualities is only part of a successful change process. As Cawsey et al. (2016) explain, organizational leaders are moving toward the use of change teams to enhance the change process. In relation to the PoP, the option of a "cross-functional change team can be used to bring different perspectives, expertise, and creditability" (Cawsey et. al., 2016, p. 277) to the change process. Figure 5 (found in Chapter 3) outlines suggested internal and external members of the change team who have been selected to "unfreeze" the institution from existing practices and propel change forward (Lewin, 1951). Once this has occurred, change leaders can initiate the actual change process, which will be explained next in the Acceleration stage of Cawsey et al's (2016) model and Lewin's (1951) second stage entitled "Change".

**Acceleration Stage.** Once the need for change on the existing structures of the institution have been identified and established, the third stage of The Change Path Model can begin;

Acceleration. There are three components of this stage: Engage and empower others in support, planning and implementation of the change process including the development of new knowledge, skills and perspective on the change itself; use appropriate tools and techniques to build and sustain momentum; and manage the transition through celebrating small wins and milestones (Cawsey et al., 2016).

Throughout the process of creating a change plan within the institution, the development of a detailed plan for action that engages others in the action planning process is required. When stakeholders have a voice in the change process, they are more likely to adopt and mobilize the changes that are being put forth. Creating the opportunity for active involvement and information sharing of members who are affected by the change, enhances the quality of action planning for most change strategies (Cawsey et al., 2016). There are four action planning tools that emphasize collaboration and organization within the institution that would enhance the change process by engaging and empowering others in the change. First, *responsibility charting* may enhance the planning process as it involves a detailed outline of various stakeholders' responsibilities throughout the change process. Responsibility charting will also assist in maintaining momentum of the planning process by holding members accountable for their outlined responsibilities. To begin with, a list of actions is formulated and then individuals are assigned the responsibility to accomplishing the action by an identified deadline. In relation to the PoP, the process of responsibility charting can begin once interest has been identified by a group of members.

Second, aside from responsibility charting, *surveys* are an effective tool to use by change leaders to gain an understanding of stakeholders' attitudes, opinions, and beliefs surrounding the relevance of the change. The surveys can also be used to track the changes in attitudes over a period of time, which will help to substantiate whether the change was successful or not.



Providing an anonymous platform for stakeholders to voice their opinions without the threat of being judged or stigmatized is critical to ensuring honesty and accuracy of member's true attitudes and beliefs. In relation to the PoP, surveys can be used at various points of the change process. At the beginning, surveys can be used to assess the organizations readiness for change, the current culture of the institution and faculty's satisfaction level with current practices. During the middle of the change process, surveys can be used to track emerging attitudes, understanding, knowledge, and issues that may arise. Towards the end of the change process, surveys may be used to measure faculty's perceptions of the change, and their levels of satisfaction, acceptance and commitment to ensuring the change is long lasting. A sample survey can be found in Appendix B, which can be used to assess faculty's beliefs about the change and the institution's change readiness.

The third and fourth action planning tools that emphasize collaboration and organization that support collaboration and organization are, *force field and stakeholder analysis*. These tools would assist in outlining forces for and against the change and would identify key stakeholders critical to the change process. Cawsey et al. (2016) suggest mapping stakeholders on an Adoption Continuum as a method of tracking their change attitudes. This continuum (also called AIDA (Cawsey et al. p.314) begins with creating awareness within individuals, followed by developing an interest in the change, leading to individuals desiring action, and ending with adoption of the change.

As Cawsey et al. (2016) identify, individuals may progress through the continuum at various speeds, which can lead to a more complex change process. They recommend that change agents will need to use different tactics based on the individual. Appendix A, explains various strategies to move faculty through the change process and includes transformational and adaptive

leadership strategies relevant to the OIP. As described above, the outline tools are meant to assist in propelling the change process forward by engaging members in the change process. This period also reflects the second stage in Lewin (1951) model, entitled “Change” and is described as a period in which members within the institution begin to resolve their uncertainty and begin to enact new approaches and responses that they believe will be more effective in the future.

When members are engaged and focused on adoption of the change, the change is more likely to be come institutionalized, which is the final stage in Cawsey et al.’s (2016) Change Path Model.

**Institutionalization Stage.** The final stage in Cawsey et al.’s (2016) model occurs when the change has successfully occurred and the desired new state has been reached. It is at this point that the focus shifts from the change process, to measuring and monitor the changes that have now become institutionalized. There are two key components to this stage: Track the changes at predetermined intervals through multiple balanced measures to assess needs, progress and monitor risk; and, develop and implement new structures and systems of operation to sustain change and bring stability to the transformed institution.

Addressing the first component in the Institutionalization Stage, Cawsey et al. (2016) identify that change agents need to be clear about the particular stage they are monitoring and which components of the stage are important to monitor. They provide a list of criteria change leaders may used to determine which measures to adopt: Focus on key factors, use measures that lead to challenging by achievable goals, use measures and controls that are perceived as fair and appropriate, avoid sending mixed signals, ensure accurate data; and match the precision of the measure with the ability to measure (Cawsey et al., 2016). In relation to this OIP, change agents will need to be clear about the stage and specific elements that are important to monitor. By using the aforementioned criteria, change leaders will remain focused and ensure the most

appropriate tools are selected to determine which measures to adopt during each stage of the change process. In subsequent sections of this OIP, several solutions to the PoP will be explained which all have a cost associated with them. Change agents will need to assess the viability of potential solutions and weigh their potential risks before implementing the change and new structures into practice. Chapter 3 provides an in-depth analysis of particular measurement tools to be used at various stages of the change process, which will help to track the changes, assess the progress, monitor the risks of the change and eventually bring stability to the transformed institution. Lewin (1951) describes this phase as the “Refreeze” phase where new norms, processes, procedures and behaviours have been established and the change has become institutionalized.

### **Critical Organizational Analysis**

#### **Diagnosing Organizational Gaps**

Selecting a process for organizational change (i.e., Cawsey et al.,’s model) is important; however it is only the first step in the change process. Before solutions are suggested, it is important to understand the various areas of the current state of the institution that do not align with the envisioned future state of the institution. Cawsey et al. (2016) describe the importance of a gap analysis in their first stage (Awakening) of The Change Path Model. A gap analysis on the institution may result in the following key areas where the desired future state contrasts with the organization’s current reality. Currently there may be gaps in: communication between the province, the institution and faculty regarding changes to the vision of post-secondary education and how it affects the institution and faculty; faculty’s desire or technical skills to design and implement online courses; tools or training for faculty to design and implement online courses; levels of professionalism the institution desires and expects to reflect in an online environment, and faculty’s ability to meet those expectations.

To explore these gaps more deeply, Nadler and Tushman's Congruence Model (1980) (Figure 4), will be used as a framework to assist in structuring change leaders' organizational analysis including a transformation process which links environmental input factors to the organizations components and outputs (as depicted by the arrows in Figure 4). Nadler and Tushman's Congruence Model (1980) examines the interaction among the work to be done, the formal structures, systems and processes, the informal organization, and the people within the organization to ensure they are working as congruently as possible leading to achieve optimal organizational performance. Each of these components will be explained in detail, in relation to the PoP and OIP.

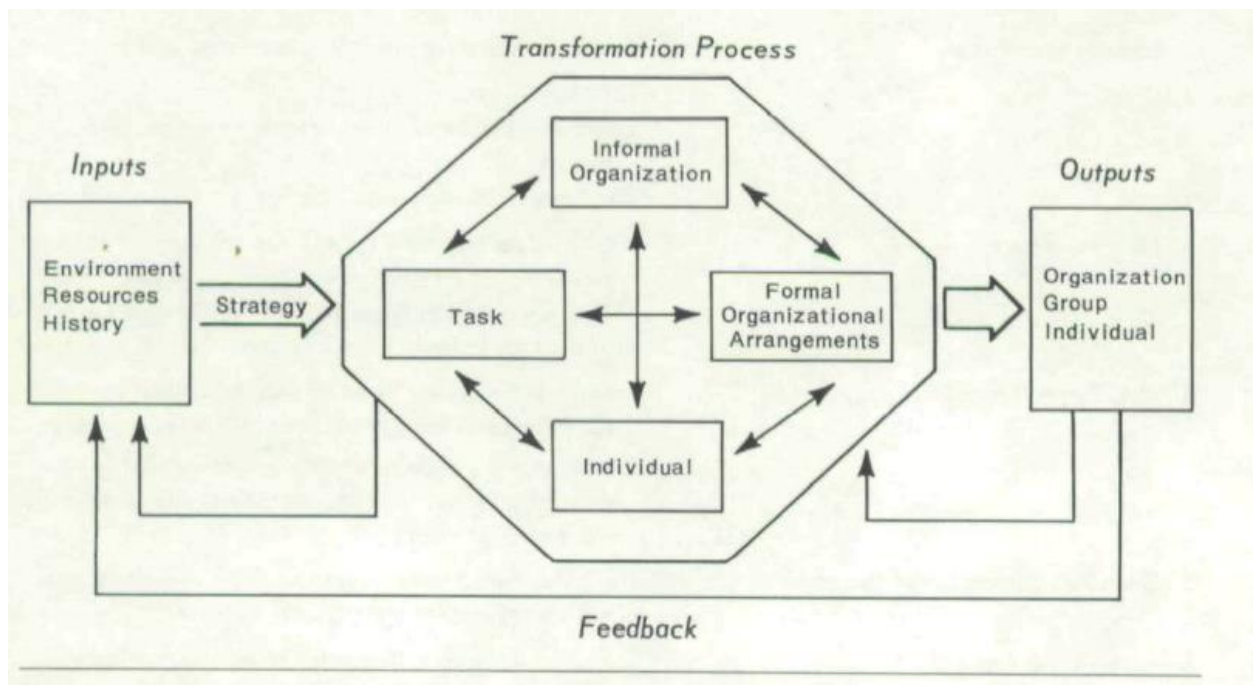


Figure 4. The Congruence Model highlighting the transformation process. Reprinted from "A model for diagnosing organizational behavior". By D. Nadler and M. Tushman, 1980, *Organizational Dynamics*, 35-51, p.47.

**Work.** According to Nadler and Tushman (1980), work is described as the basic and inherent tasks performed by an organization's employees to further the organization's strategy. As

the organization is a post-secondary institution, there are many subunits that contribute to the basic tasks required to keep the organization running. For example, administration, faculty, support staff, facilities management service, and so on. Although subunits may function with limited collaboration, the organization's cultural norms and values unite members with one commonality, the organizational identity. Daher (2016) asserts that "organizational culture, through its values, can function as the social glue that conveys to employees a sense of identity, facilitates the generation of commitment to something larger than the self, enhances social system stability, and guides and shapes behaviours" (p. 6). In relation to the PoP, the work that must be done to meet the envisioned future state, could impact faculty's sense of identity, as it requires learning and adopting a new pedagogical approach that could challenge faculty's values and beliefs about the teaching process and their role within the institution. Serdyukov (2015) describes this new pedagogy as an "e-pedagogy" which he defines as:

A comprehensive science which integrates issues related to online education, starting with theoretical foundations, embracing higher education institutions, pedagogic systems, personal and professional development, principles of teaching and learning, instructional approaches and methods and knowledge construction in the online environment (Serdyukov, 2015, p.70).

Along with learning a new comprehensive pedagogical approach, faculty must learn how to develop and implement online courses, which requires technical knowledge and technical skills. Currently, a Learning Management System (LMS) is used throughout the institution in which online courses can be developed and delivered, however, faculty are not formally trained in the e- pedagogical approach which would enable them to design and implement effective online courses. A Model of Topics in an E-Pedagogy Faculty Training Program appears in Appendix C. Administration must be mindful of how they present and enforce the new vision of the institution and must ensure faculty understand how the proposed changes impact the basic

and inherent tasks preformed by faculty to further the organizations strategy. Administration must also make certain that faculty have the knowledge and tools necessary to meet the envisioned future state and to ensure the organizational culture remains intact throughout the change process.

**Formal Structures, Systems and Processes.** Nadler and Tushman (1980) describe the formal structures of an organization as “the explicit structures, processes, systems, and procedures developed to organize work and to guide the activities of individuals in their performance of activities consistent with the strategy” (p. 32). The formal organizational structure of the institution discussed in the OIP reflects a bureaucratic model of governance. All major decisions regarding the institution are decided by a Board of Governors, and rely on formal hierarchies with centralized decision making and a systematic division of labor, reflecting what Cawsey et al., (2016) describe as a “Mechanistic organization” (p.148). Because of the size of the institution, these systems enable efficient and effective task performance throughout all departments within the organization. In relation to the change process, Nadler and Tushman (1980) explain that once the tasks have been identified and defined, they are viewed in relation to the roles, responsibilities, departments and divisions that would be most effective in executing the task successfully throughout the institution. It is through these strategies that an organizations structures are formed, providing direction to achieving the strategic plan. In relation to the PoP, communicating the need for change in a meaningful way throughout various departments is a critical component to initiating the change process. As Cawsey et al., (2016) describe, “different departments and divisions may face very different information processing needs and will therefore need to be structured and managed differently “ (p.152). To enact change in an effective way, change leaders need to consider the organization of the institutions’ formal

structures, its strengths and weaknesses, the impact the formal structure will have on the change process (how systems will influence the approval and adoption of the change) and how new structures could be implemented to enhance future change initiatives within the institution.

**Informal organization.** Nadler and Tushman (1980), describe informal organization as “a set of informal, unwritten guidelines that exert a powerful influence on the behaviours of groups and individuals” (p.32), which is also referred to as an institutions culture. The informal organization includes an organizations norms, values, beliefs, and managerial style and is a product of the organizations history and current leadership methods. Because of the substantial impact an institutions culture can have on the adoption of the change process, it is important to consider they types of power relationships, political influence and decision-making processes that currently exist within the organization.

As faculty contribute to the organization’s culture and will play a key role in the change process, it is important to consider the type of power faculty members have in the change process. Whetten and Cameron (as cited in Cawsey et al., 2016) explain four types of individual power: Positional Power, Network Power, Knowledge Power, and Personality Power. In reference to the PoP, two types of power are relevant; Knowledge Power and Positional Power, which will now be further examined. Faculty within the institution, can best be described as holding Knowledge Power, as they are the experts in their field and their knowledge is essential to the organization (Cawsey et al., 2016). However, with the change in vision for post-secondary education to offer more technology-enabled learning opportunities, which may require a new pedagogical approach (e-pedagogy), faculty may find themselves feeling a loss of power, which may be concerning for them. Administrators, who hold Positional Power, must be careful not to use their authority, title and position to force faculty to make changes to their pedagogical

practice as a way of controlling the change process. According to Cawsey et al., (2016), change occurs when individuals perceive the benefits of change to outweigh the perceived costs of change. This highlights the importance of change leaders building a strong case for the change, before beginning the change process. Providing data explaining the need for change, how it relates to the institution's longevity, students' changing needs and future benefits that faculty may experience because of the change, would assist in this process. Cawsey et al., (2016) describe that change leaders "must understand and respect individuals' and organizational history and the individual members' perceptions of that history to effectively negotiate the change process and appropriately engage all stakeholders" (p.194). If change leaders acknowledge these factors, member may view change as a necessary and engaging process resulting in minimal impact on the organizations existing culture.

**People.** When considering the people in the change process, Nadler and Tushman (1980) explain that "the key issue is identifying the characteristics of the people responsible for the range of tasks involved in the core work" (p.32). Cawsey et al., (2016) assert that "it is important that the attitudes, knowledge, skills, and abilities of each person match the individual's role and that their responsibilities and duties match the organizations needs" (pp.71-72). In relation to the PoP, to ensure an effective change process, it is important to consider who will be involved in the change process and the knowledge and skills they encompass to enacting the change. Members from various departments within the institution such as associate deans, and IT specialists who play a critical role in the change, may also experience some hesitation regarding how they will be impacted by the change, and the new expectations placed upon them throughout the change process. This highlights the importance of change leaders considering the impact that the changes have on all members of the institution before the change process begins.



**Outputs.** To determine if goals have been achieved and the impact the change has had on various levels of the institution, outputs must be measured. Nadler and Tushman (1980) define outputs as “a term that describes what an organization produces, how it performs, and how effective it is” (p.31). Measuring outputs is a key component to the change process as it determines if the change was successful, and evaluates the performance of individuals and groups within the organization. Nadler and Tushman (1980) identify three criteria for evaluating the organization’s performance: Evaluating how successful the organization was in achieving the goals set out in the strategy, evaluating how effective the organization was with using its available resources to meet the objectives, and evaluating how successfully the institution repositioned itself to seize new opportunities. As Cawsey et al., (2016) describe, “Leaders must recognize what gets measured, is what gets done” (p.72). Selecting key measures at the beginning of the change process will ensure that the most relevant measures are monitored and evaluated leading to the most impactful change throughout the institution. In relation to the PoP, key measures to monitor throughout the change process might include tracking the change within the organization’s culture, processes and formal systems, to be able to effectively analyze the impact the change process is having on the institution. Change agents might also track how the task (designing and implementing online courses), the individuals (faculty), the formal organizational arrangements (hierarchical structure) and the informal organization (culture) are operating together, to ensure congruence between and among organizational components.

Using Nadler and Tushman’s (1980) Congruence Model provided the opportunity to examine the internal components (work, formal structures, formal systems, internal culture, and people) of the institution. By understanding how each of these parts work within the organization, change leaders can assess how to initiate and implement the change process while

ensuring that each of the internal components are working congruently, to reach the highest effectiveness. Moving forward, it is important to consider the impact of change on each of the aforementioned components when proposing possible solutions to address the PoP, which will now be discussed.

### **Possible Solutions to Address the Problem of Practice**

The following section explores three possible solutions to address the problem of practice. Each solution is introduced before outlining the resources that are required to implement the specific solution. This section concludes with a recommendation of one solution to move forward with the implementation and change plan outlined in Chapter 3.

#### **Possible Solution 1: Creation of a task force to develop an “Online Teaching Framework”**

According to Grigsby (2008), task forces are groups that have expertise in specific areas of knowledge or practice, and are needed as a result of an event that requires the organization to change by acquiring knowledge as to how best respond to the change. In this case, the changing vision of post-secondary education is the event that has led to the PoP. The task force should be composed of internal and external members, and their main task is to develop an “Online Teaching Framework” to support faculty with the development and implementation of online courses. The framework will be built upon expert knowledge of effective pedagogical approach (e-pedagogy) designed for developing and delivering online courses, and faculty development, coupled with existing members’ knowledge of the organizations structures, policies and needs. This will ensure the framework reflects the vision and existing culture of the institution.

**Resources needed.** The resources needed for this solution focus on creating a task force composed of experts (internal and external) who have experience with e-pedagogy, teaching

online, and with technology. This team will work together to formulate a framework or step-by-step guide to assist faculty in designing and implementing online courses.

**Financial resources.** Creating a task force can be a complex process as hiring professionals with expertise in e-pedagogy could be costly, if the expert is from outside the institution. There may also be costs associated with having faculty on the task force, as participation would either be in addition to their regular teaching duties, or department chairs could reduced teaching schedules to accommodate participation on the task force. Both options have financial implications as the first may result in overtime pay for the faculty member and the second may create the need to pay another staff to cover the courses that were reduced.

**Time resources.** The success of a task force depends, in part, on the people who comprise it. Selecting the right people to work together towards the common goal can be a time-consuming process. Because of the bureaucratic model of governance at the institution, decisions are often slow moving, which could result in the task force being delayed over several months. Once members have committed to the task, they will then need to schedule enough time to collaborate and create the actual framework. Because of the differing knowledge and expertise of the group, the complexity of designing a framework and the various components to consider (members attitudes, skills, abilities, etc.) this could be a lengthy process.

**Human resources.** Closely related to time, the creation of a task force relies on participation from internal and external experts. It requires coordination across various departments, such as Information Technology (IT) and the task force to ensure the framework can be supported by the learning management system (LMS). Once the framework is completed, it will require coordination from department chairs to disseminate the information and ensure faculty are aware of the framework. At this point, department chairs may need to adjust faculty

workload schedules to accommodate the time they will require, or offer overtime pay if adjusting schedules is not an option.

**Technological resources.** Depending on how the framework is delivered (on-site or on-line) a LMS will be required along with substantial IT support, to ensure members are supported throughout the implementation of the framework. As the institution already has a LMS in place, there are not any additional resources required; however if faculty require atypical assistance throughout the framework process, there could be strain on the current IT department which is designed to respond to the current IT demands of the institution.

**Benefits and disadvantages.** This solution has both advantages and disadvantages. As this PoP surrounds change in pedagogical approach, providing a framework for faculty to work through will engage them in the change process. Administrators will not simply be telling faculty what to do; rather, they will provide a framework of tools and procedures for faculty to follow to develop and deliver online courses. Another benefit of this solution is that once the framework is developed, all faculty within the institution can utilize it. A disadvantage is that the framework will only be successful if faculty are motivated to initiate and remain engaged in the change process themselves. Katz and Dack (2013) assert that a “lack of time is constantly cited as one barrier to implementing authentic professional learning” (p.3). As this solution requires faculty to engage in the change process in addition to their other duties, faculty may lose interest or desire without successful results. Lastly, as this is only a framework, and does not offer direct coaching or consultation, faculty may require support throughout the framework application or they may lack the actual technical skills necessary for the change; both create barriers to reaching the desired future state of the institution.

### **Possible Solution 2: Developing a Professional Learning Community**

In this solution, a Professional Learning Community (PLC) of faculty will be established to focus on developing an e-pedagogy to design and teach online courses with the leadership from an industry expert. Hord (1997) defines a professional learning community as one “in which the teacher in a school and its administrators continuously seek and share learning, and act on their learning. The goal of their actions is to enhance their effectiveness as professionals for the students’ benefit” (p.6). Hord (2009) describes six research-based dimensions of professional learning communities, which include:

1. Shared beliefs, values, and a vision of what the goals should be.
2. Shared and supportive leadership, where power, authority, and decision-making are distributed across the community;
3. Supportive structural conditions, such as time, place, and resources;
4. Supportive relational conditions that include respect and caring among the community, with trust as an imperative;
5. Collective learning, intentionally determined, to address member needs and the increased effectiveness of the professionals; and
6. Peers sharing their practice to gain feedback, and thus individual and organizational improvement (Hord, 2009, p.42).

The development of a PLC in relation to the PoP would provide the opportunity to bring together academic professional as a community of learners to define goals, including how they can adapt their pedagogical approach to develop and teach online courses, and determine what learning they require to achieve these goals. Through the aforementioned dimensions of professional learning communities, faculty will work with peers to construct their knowledge of e-pedagogy and examine how they can apply the pedagogical principles into their own practice. Faculty can then work together to assist each other in turning theories into practice and make the necessary changes to their pedagogical approach.

**Resources needed.** This solution requires significant financial, time, human resources, and potentially some technical resources.

**Financial resources.** The financial resources of this solution include the costs associated with hiring an external expert specializing in e- pedagogy that could guide the PLC. The costs associated with appointing an internal expert would include the expense of hiring another faculty member to cover the appointed faculty's course load. There may also be a cost associated to giving faculty time in their schedule to participate in the PLC and to become familiar and comfortable with teaching in an online format. If faculty require additional support from the IT department, there may also be a cost associated with hiring another IT staff to manage the increase in required support.

**Time resources.** Because this solution requires the commitment of faculty, time is one of the most significant resources required for this solution. It will take faculty time to meet as a PLC, to learn about e-pedagogy, reflect on their personal views and practice, work through the process of learning a new pedagogical approach and apply their knowledge to their own course content. They will also require time to work with the new technological tools they will be exposed to and to become comfortable teaching in an online environment.

**Human resources.** As the PCL is constructed predominantly of faculty, it will require human resources. It will also require department chairs to adjust faculty workload schedules to accommodate the time they will require to participate in the PLC. As Hord (2009) identifies, "the professional learning community models the self-initiating learner working in concert with peers" (p.41). This reiterates the need for scheduled time for faculty to work together to learn, share, discuss and create their online content. This solution could potentially lead to more strain on the IT department, as faculty may require technical support through the design process.

**Technical resources.** Each faculty member is currently equipped with their own laptop, and has access to the learning management system which provides a sufficient platform for

creating and delivering online content. A potential additional cost may arise if faculty require atypical assistance using the LMS, which could result in a strain on the current IT department, which is designed to respond to the current IT demands of the institution.

**Benefits and disadvantages.** In building an academic PCL, where members operate as constructivist learners, they are also making collegial decisions and planning self-generated learning by beginning the process of developing an e-pedagogy to teach online courses. As Hord (2009) explains, in addition to acting constructively in their learning, faculty will demonstrate professional behaviors and will be consistently increasing their effectiveness through continuous learning. Once the process of transitioning from a traditional pedagogical approach to an e-pedagogy has been established, this process can be shared with faculty across the institution. The disadvantages of this solution include the significant amount of time and human resources required to ensure the PCL is successful. This solution also requires faculty to commit to the community and make a concerted effort to engage in the transition process.

### **Possible Solution 3: Development of an “e-pedagogy” faculty training program.**

According to Serdyukov (2015), “online educators need a comprehensive, research-based, and consistent theory of online education offering a holistic and insightful view of the field” (p.70). This solution combines aspects from the previous solutions, as it would require a research-based online teaching framework to act as a process for faculty to engage with while they meet in an informal professional community of learners to explore and examine e-pedagogy from a research-based and holistic perspective. Serdyukov (2015) articulates that such a theory “will provide pedagogically sound and effective designing, planning and implementing both teaching and learning; help understand online students and their learning process; provide methodological directions, strategies, and advice; and prepare instructors for effective online

practice” (p.70). A full outline of the suggested topics within the training program can be found in Appendix C. Faculty would then carry out the process of applying their knowledge to design and implement their courses online, with the support of the expert (who would also lead the change) and the PLC team.

The key to this solution being effective is that leaders engage with faculty to create a connection that raises the level of motivation and morale in faculty to inspire them to see the value of e-pedagogy, and, further, to help them to develop their online teaching practice. When leaders ensure that faculty have the framework, tools and support necessary to carry out their tasks in a meaningful way, then they will be more likely to remain in the profession because they feel valued and supported in their work (McLean, 2005).

**Resources needed.** Similar to the first two options, this solution would require time, human resources, and depending on the technical skills of the members of the PLC, technological and financial resources.

**Financial resources.** This solution would require an expert in e-pedagogy be hired or internally appointed to lead the change process and ensure the preparation program is designed and implemented in a meaningful and relevant way. As the institution already has the facilities and resources (computers, space to meet, etc.) the cost associated with this solution surround hiring an outside expert, or addressing the repercussions if an internal expert is appointed (reducing appointed faculty’s teaching schedule may result in the need to hire another employee to cover the remaining course load). Depending on the technical skills of the PLC, additional financial resources may be required if more IT support is needed throughout the change process.

**Time resources.** Of the three proposed options, this solution requires the most investment in time as the expert works with faculty throughout the program, as they develop and



implementation their online course. Because the expert will be working closely with faculty, the length of time they are required exceeds that of the previous options where the expert's role reflected one of an instructor, there to teach faculty, instead of as a facilitator, there to assist and guide faculty throughout change process.

**Human resources.** The human resources required for this solution are substantial. Similar to option one, an expert is required to develop an e-pedagogy faculty preparation program to lead and transition faculty from a teacher-centered pedagogical approach to a learner-centered pedagogical approach. To do so, the expert must ensure faculty understand the value of teaching online, assist them in developing a comprehensive understanding of e-pedagogy, and develop a framework for faculty to work through when designing and implementing their own online course. Faculty will require time to process the new information, reflect on their own values and goals, learn new skills and pedagogical approach, as well as develop, and implement their online course. This could be a several month long process for some and possibly a yearlong process for others. Because faculty's technological experience will vary in skill level, there may also be a need for more IT personnel to meet the support requirements during the design and implementation phase.

**Technological resources.** Each faculty member is provided with their own laptop and access to the LMS, which would provide them with the technological resources they require for this solution. Additional resources may include providing the expert with access to classroom technology (projector, computer, etc.) to administer the modules and providing further IT support if the need arises. As discussed in previous solutions, this could result in a strain on the current IT department, which is designed to respond to the current IT demands of the institution.

**Benefits and disadvantages.** This solution provides the most amount of support of all three solutions. It offers modules designed by an expert in the field of e-pedagogy who leads faculty through the entire process of understanding, collaborating, designing and implementing their online course. As Bolman and Deal (2017) explain, faculty and administrators may resist change simply because they do not know what impact the change will have on them.

Organizations must have a structure that can identify needed change and then anticipate what is needed to implement it. As outlined in this solution, faculty will benefit from working with an expert who will answer the question “why change”, work with faculty to understand their hesitations or resistance to teaching online and ensure they feel supported throughout the entire process. If faculty engage in this process and feel comfortable, confident and capable, the institution will have reached their desired future state of faculty having the knowledge and skills necessary to design and implement online courses. The disadvantage of this solution is the amount of time it will require for faculty to progress through this process. As many faculty have full teaching schedules, it may be difficult to find the time to participate in the preparation program and actively reflect, create meaning for themselves and engage in the change process. The other disadvantage surrounds faculty’s attitudes towards teaching online. If faculty are resistant to learning about and/or adopting an e-pedagogy, the program will not be effective.

Overall, of the three proposed solutions, the development of an “e-pedagogy” faculty training program (Solution 3) would best address the problem of practice since it provides faculty with an expert guide to develop their own course, a guide built upon a framework that reflects an e-pedagogical approach to online teaching. This solution also provides faculty with the autonomy to design their own course content and to work with others to address challenges and progress through the change process. The industry expert, or internally appointed expert,

should reflect a transformational and adaptive leadership approach, since engaging faculty in activities that mobilize, motivate, organize, and focus members' attention is crucial to the success of the change process. The expert must also recognize that faculty motivation and a supportive environment are essential components to ensuring that faculty thrive in the new circumstances. Furthermore, the expert must be available to assist others in recognizing the need for change while also ensuring that faculty do not become overwhelmed by the change itself (Heifetz, Grashow, and Lensky, 2009). The development of an "e-pedagogy" faculty training program would provide faculty with the tools, strategies, and support they require to begin to adapt their pedagogical approach. As a result of this training program, faculty may feel a sense of autonomy over their course design and teaching practice, which may empower them to create online courses with confidence, and bring the institution closer to its envisioned future state.

### **Leadership Ethics and Organizational Change**

According to Ehrich, Klenowski, and Spina (2015), ethical leadership in education is described as a social, relational practice concerned with the moral purpose of education. Ehrich et al. (2015), describe ethical leaders in a professional context as "those who act fairly and justly. They are viewed as caring, honest and principled persons who make balanced decisions and who communicate the importance of ethics and ethical behaviour to their followers" (p. 197). Because this OIP focuses on faculty engaging in a change of pedagogical approach, it requires faculty to demonstrate a certain level of vulnerability, by acknowledging the areas in their practice that require improvement. This highlights the importance of having a trusted, ethical leader to lead the change process. The following section examines the ethical considerations of change leaders at the institution, as well as ethical considerations of the Problem of Practice.

### **Ethical Considerations of Change Leaders**

Burnes and By (2011) describe a consequentialist stance on ethics, which describes a method in which change leaders are judged not upon their intentions, but rather, entirely upon the consequence of their actions. They explain how from this view, “the right course of action in any circumstances is that which results in the maximisation of good outcomes and minimisation of bad ones” (Burnes and By, 2011, p.244). They explain the “Planned” approach that was developed by Lewin (1951) to achieve collective good rather than to further individual motivations. It focuses on “democratic leadership, participative change, transparency and ethical values” (p.247), and describe this as utilitarian consequentialism. A utilitarian leader makes decisions based upon the greater good of all stakeholders, instead of selected few. Burnes and By (2011) assert that “there is often a lack of clarity regarding the ethical values underpinning approaches to change and its management” (p.4). Woodhouse (2015) supports this notion as he asserts that change is oftentimes resisted because faculty members decry a lack of transparency or consultation, and do not trust administration when it comes to making changes within the institution that are in their best interest. Burnes and By (2011) suggest leaders approach change in a way that acknowledges member’s personal interests, and visibly demonstrate they are acting on behalf of the greater good. In relation to the PoP, to ensure a successful change process, it is imperative that there is transparency between the institution, change leaders and faculty. This can be done by reiterating to faculty that it is their choice to teach online courses, not a mandatory requirement of the institution. Next, change leaders should address the concerns highlighted by McLean (2015) in Chapter 1 of this OIP, which outline reasons why faculty may be resistant to change. Change leaders must ensure they are providing a strong institutional vision, which supports e-pedagogy and online learning. They must address faculty’s replacement fears, by

acknowledging faculty's concerns and reassuring them that their position within the institution will not change, should they develop an online version of their course. Change leaders must ensure faculty will be properly trained to develop and deliver online courses, and must be able to describe this process in a way that will not overwhelm faculty, addressing concerns of lack of time, resources, technical ability and desire. Woodhouse (2015) identifies that if people don't understand what the larger picture is, then all they have to fill it with is rumor and misconceptions. It is the change leader's responsibility to ensure they present the change process in a clear and meaningful way to gain support and interest of faculty and to achieve coherence. According to Ehrich et al., (2015) coherence refers to a whole organization approach where institutions "develop a sense of shared responsibility for high performance, and establish consistency between external accountability and a school's internal accountability culture" (p.8). This process would be most impactful if led by transformational and adaptive change leaders.

### **Ethical Considerations of the Problem of Practice**

To analyze the ethical considerations of the problem of practice, Bowers (2017) offers four key actions to address the tensions that frequently exist between organizations throughout the change process.

**Individual commitment and transparency.** As there is often an unspoken hierarchy amongst members within post-secondary institutions, Bowers (2017) highlights the importance of entering the collaboration process with transparency to expose "unconscious perpetuation of defensiveness and inflexibility members may hold", (p.50) which may lead to mistrust among project collaborators. Bowers (2017) suggests change leaders begin the process by clarifying goals, values, and expectations of all members to ensure transparency throughout the change

process. As the PoP focuses on educator's adapting their pedagogical approach, it is important that faculty are transparent, ensuring that their goals, values and expectations are clearly defined before engaging in the change process. The result of this action strives to "bring balance to opposing forces that encourage commitment, trust, and creativity while maintaining efficiency, discipline, and order" (Brower, 2017, p.50).

**Identification of organizational tensions.** This action highlights the importance of identifying and addressing organizational tensions on an ongoing basis. Buys and Bursnall (2007) explain that it is common for issues to arise and require clarification. They suggest that leaders and members may need to revisit goals and objectives as they evolve and change throughout the change process. Strier (2014) identifies inherent paradoxes that exist in post-secondary institutions, including top-down versus bottom-up approaches, building relationships amongst contributors versus increasing organizational effectiveness, and navigating how to achieve transformational goals versus realistic achievements. Browers (2017) identifies that when these organizational tensions or paradoxes are exposed it is then possible to begin to address them. In relation to the PoP, change leaders must ensure they reflect a transformational and adaptive leadership approach to eliminate the hierarchical structure the institution currently portrays. They must also create an atmosphere of that fosters the collaboration process and engage faculty in creating realistic goals by understanding their individual needs. By doing so, faculty will feel that they are responsible for engaging in the change process, have autonomy over their pedagogy and that the change is not being forced upon them.

**Development of shared paradoxical frames.** This action calls for reflection upon the differing types of individual and organizational paradoxes as outlined above. Bowers (2017) identifies that learning from different types of individual and organizational pairings engaged in

paradoxical leadership, and adapting to them properly, is essential to the change process. Smith and Tushman (2005) describe a leadercentric model in which members can pursue exploiting or exploring activities independently, and a teamcentric model in which each individual must embody both roles. Smith and Tushman (2005) describe this as “sharing paradoxical frames,” which “enables collaborators to build a collective understanding of the team’s complex goals and a collective acknowledgement of the tensions and conflicts between their contrasting agendas” (p. 531). In relation to the PoP, change leaders must understand and address the varying types of conflicts or paradoxes that currently exist to ensure expectations align, and the change process will be a successful one.

**Sustained differentiating and integrating practices.** The last key action Bowers (2017) explains, involves members identifying where their organizational goals and structures differ from one another and where synergies may exist. Bowers describes this process as pulling ideas apart and bringing them back together in ways most advantageous to achieving desired outcomes. To do this, Bowers identifies a place for boundary spanning roles (Ramaley, 2014; Weerts & Sandmann, 2010) who are individuals that understand the value and strengths of all members and can facilitate collaboration throughout the change process. In relation to the PoP, it will be important that change leaders adopt a boundary-spanning role, which enables collaboration, discussion and contemplation amongst members. This will ensure faculty understand how their goals and values may differ from those of the institution and provide the opportunity for change leaders to work with faculty throughout the change process to reach the desired outcomes of the individual and the institution in a synergistic manner.

## **Conclusion**

Chapter 2 focused on examining Cawsey et al.'s (2016) Change Path Model and highlighted how organizational structures shape and impact people's attitudes and behaviours by reflecting on the four-stage guide for leading the change process: Awakening, Mobilization, Acceleration and Institutionalization. Lewin's (1951) Three Stage Model of Change was also examined as a practical model for understanding the change process. Next, Nadler and Tushman's Congruence Model (1980) was used to engage in a critical organization analysis, followed by the proposal of three possible solutions to address the PoP. Lastly, an analysis of leadership ethics and organizational change issues were explored, highlighting the importance of ethics in change management. In Chapter 3, a change implementation plan will be presented, which includes stakeholder engagement, required resources, a plan for monitoring and evaluating the change process, and communication strategies to ensure the OIP is a success.



### **CHAPTER 3: IMPLEMENTATION, EVALUATION, AND COMMUNICATION**

The final chapter of this OIP will focus on defining a change implementation plan, which explains strategies for change by summarizing goals and priorities of the planned change. Next, a change process monitoring and evaluation plan will be explored which outlines the proposed tools and measures that will be used to track change, gauge process and assess change by connecting with Donnelly and Kirk's (2015), Plan, Do, Study, Act (PDSA) model. Lastly, a plan is outlined for communicating the need for change within the institution and strategies are outlined for communicating with various stakeholders throughout the change process.

#### **Change Implementation Plan**

The goal of the change is to address the PoP of a lack of tools to support faculty when creating and implementing online courses within one institution. After considering the three proposed solutions to address the PoP, Solution 3, which combines components of all proposed solutions would ensure faculty have the tools and support they require for developing online courses effectively. The following section explains goals and priorities of the planned change to address the aforementioned organizational gaps.

#### **Goals and Priorities**

The first goal that a gap analysis would identify, addresses the organizational gap of lack of communication between the province, the institution and faculty regarding changes to the vision of post-secondary education and how it affects the institution and faculty. The priorities surrounding this gap would occur in year one of the change process and include the development of a change team, which would extend the change agents' reach by leveraging differing perspectives and the expertise of various stakeholders. The purpose of the change team is to use

their broader set of change capabilities and expertise to convey to faculty members how the vision of the province impacts the institution and individuals including faculty members. Since the momentum for change is the result of a provincial policy, one strategy for change includes using a top-down approach (Sabatier, 1988) to disseminate information. In this strategy, the change team provides a presentation to faculty during a semi-annual divisional meeting highlighting the change and specific impact on faculty. Time should be provided for a question and answer period after the presentation and a follow-up session should be scheduled to provide faculty with time to process the change plan and then gain further information.

The second priority surrounds the organizational gap that a gap analysis would identify; faculty's desire and/or technical skills to design and implement online courses. To address this concern, administration must develop an understanding of faculty perspectives and attitudes towards developing and administering online courses. This goal could be achieved by compiling qualitative data from faculty through interviews and anonymous online surveys. Since this strategy for change includes involving members involved in service at "street level" (faculty), it reflects a "bottom-up" approach (Sabatier, 1988) to implementation.

Another organizational gap that a gap analysis would identify, focuses on the lack of tools to support faculty when creating and implementing online courses, and should occur in year two of the OIP, once faculty have had time to process and reflect on the information from the divisional meeting information dissemination. Through the development of a Professional Learning Community (PLC), faculty identify how they could best be supported to achieve the desired institutional goals including reducing gaps in their knowledge and skills to develop an e-pedagogy and online courses. Using their expert knowledge and understanding of the institution's capabilities and limitations, the change team could provide feedback on feasible

possibilities to support faculty with the change. To achieve this goal, this strategy would best be implemented with a bottom-up approach (Sabatier, 1988) as it encourages collaboration amongst all levels to engage in a process which outlines possibilities and limitations from varying levels within the organization.

The final organizational gap that a gap analysis would identify, exists between the levels of professionalism the institution desires and expects to reflect in an online environment and the faculty's ability to meet those expectations. The goal is for faculty to develop their e-pedagogical approach and feel competent, willing, and capable of creating and implementing online courses to reflect the institution's current and future professional standards. This will take place the third year of implementation. To achieve this goal, the PLC will work to support faculty with developing an e-pedagogy to design and teach online courses according to professional standard. This strategy would best be implemented by a bottom-up approach (Sabatier, 1988) as although policy is the reason for the change, faculty are the members driving the change and their indirect influence on the impact of the goals and strategies can affect the institution's overall professional identity.

The goals of this OIP align with the overall strategy of the institution as it relates directly to the institution's strategic plan, which identifies itself as a "pre-emptive college" whose success is tied to student satisfaction, strong teams of faculty and sound strategic planning (Strategic Plan, 2017). The identified goals and strategies for change will work towards closing the aforementioned organizational gaps. When these gaps have been addressed, stakeholders will be working towards achieving the vision of the institution to provide twenty- first century learning experiences, as set out in the strategic plan.

As outlined in Chapter 2, three possible solutions were presented; each addressing different components of the PoP. A change initiative such as the one described throughout this OIP, would benefit from relying on more than one change agent due to the complexity of the change. The development of a cross- functional change team could be used to enhance the process by providing different perspectives, expertise, and support throughout the change process. When members engage in self-managed teams, they have more space and time to adjust their views and influence the change process (Cawsey et al. 2016). Ensuring the development of a strong cross- functional team is essential to the change process since members can be self-regulated and self-managed. As change teams can operate independently and are often composed of members with some authoritative reach within the institution, the amount of time senior managers must commit to the implementation of the change is minimized, which could enhance the efficiency of the change process.

Facilitating change requires change team leaders who can create a collaborative environment that provide learning opportunities and a supportive climate where members feel valued and empowered with the institution's confidence in their capabilities. Change leaders mobilize members by inspiring and nurturing them to organize and confront challenges and address and resolve changes (Heifetze, 1994). Change leaders must become role models for members and understand their needs and motives, which will in turn encourage members to accept change and participate in the proposed change process.

As a full time faculty member, I plan on contributing to the change team by leading the change process using my transformational and adaptive leadership approach in my role as the project manager. I will also be able to provide insight into faculty's perspective regarding the change and the change process. Along with strong leadership, Cawsey et al. (2016) assert that at

least three roles should be part of the change team: The *champion*, the *project manager* and a number of *sponsors* in the form of senior executives. The Associate Dean of Community Services will act as the champion of the change team. As the role of an Associate Dean includes providing vision and momentum to changes being made throughout the institution, in the case she is replaced, the incoming individual should still encompass these qualities and be able to contribute to the change team in a meaningful way. Given my experience in leadership roles and my in-depth knowledge of the initiative, I will fill the role of the project manager, whereby I manage the team's progress by coordinating planning and logistics. The Dean of Community and Health Studies and a member of the Board of Directors will act as sponsors who provide advice, support, and direction by leveraging their connections within the institution. With the development of such teams, the change process can be organized, explicit and efficient in enacting change within the institution. Figure 5, incorporates Cawsey et al's (2016) suggested composition of a change team and reflects Bolman and Deal's (2017) "All- Channel Network" structure, which creates multiple connections amongst team members so that information and ideas flow freely.

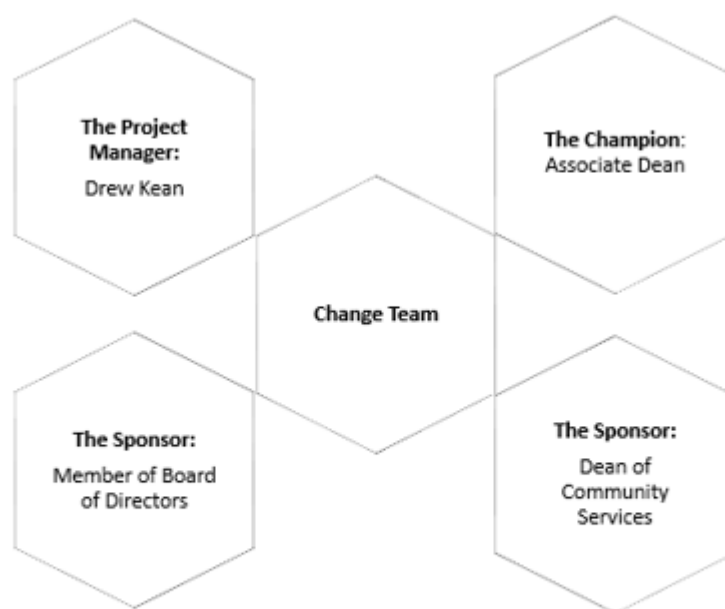


Figure 5. Suggested organization members to compose the change team. Adapted from *Organizational change: An action- oriented toolkit*, by T. F. Cawsey, G. Deszca, and C. Ingols, 2016. Los Angeles, CA: Sage

For the change to be successful, it is important to ensure that all members of this team bring excellent communication skills, a desire for participating effectively within the team environment and have well- developed problem solving skills to ensure efficiency and effectiveness throughout the change process (Bolman and Deal, 2017).

### **Connecting with possible solutions**

Chapter 2 outlined three possible solutions to the PoP, which included:

1. Creation of a task force to develop an Online Teaching Framework which outlines a list of essential components and processes for designing and implementing online courses, reflective of an e-pedagogy.
2. Creation of a Professional Learning Community to assist faculty in designing and implementing online courses, reflecting an e-pedagogical approach.
3. Development of an e-pedagogy faculty training program.

Because the PoP has multiple components to address, Solution 3 is suggested as the preferred solution. Within this solution, a change team will be formed to provide insight into the current organizational challenges and member's expertise will be called upon to support the change process in various ways at various points of the process. A PLC will be developed which will be led by a change leader with experience in educational technology and developing e-pedagogy and online courses. With my Masters degree in Educational Technology and Teaching, and experience in various leadership roles within post-secondary education, I believe I have the knowledge and experience to be the internally-appointed expert leading the PLC as the change leader. I also have the experience working within the institution for almost a decade which has provided me with deep understanding of the political environment and the culture of the

organization, which are both important factors for creating a sense of trust and understanding within the change team, and within the PLC (Cawsey et al., 2016).

As the change leader I will work with faculty through the PLC to develop their own e-pedagogical approach, which will be built upon an e-pedagogy framework which includes a list of essential components to assist them with designing and implementing online courses (as outlined in Appendix C). The PLC will act as an e-pedagogy faculty training program which will work towards achieving the envisioned future state of faculty feeling competent, capable and willing to develop and implement online courses using an e-pedagogical approach.

**Stakeholder reactions to change.** Understanding stakeholder reactions to change and being flexible to adjust plans throughout the implementation process is an important quality of the change team. The two key stakeholders within this OIP are faculty and the institution. Although the internal and external reactions to change may vary, change teams are composed of members from each stakeholder group which provides a level of understanding of potential concerns. The development of a stakeholder map (Cawsey et al., 2016) will provide a visual picture of key stakeholders, their influence patterns, and levels of support and/or resistance towards the change process. By including factors such as stakeholders' wants and needs, their likelihood to respond to the change and how they may benefit and/or potentially be negatively impacted by the change, the change team can work to address the factors before the change process begins. This strategy can be implemented once the change team reviews the qualitative and quantitative feedback from year one of the change process. As Cawsey et al. (2016) describe, an individual's perception of the change experience will be influenced by their personalities and past experiences, and therefore there could be a variety of concerns that arise during the change process. This emphasizes the importance of the change leader reflecting a transformational

approach to change in which they will listen to members' concerns and support and inspire them through their individual challenges. Skills of a good change team, which include being knowledgeable about the business and enthusiastic about the change, possessing excellent oral and written communication skills and a willingness to listen and share, and being able to remain open minded and visionary (Cawsey et al., 2016). With these skills and an approach that encourages collaboration and empowerment, the change team should be prepared to rationalize with other stakeholders by understanding their potential concerns and by taking a proactive approach including predicting potential issues. This provides an opportunity for the change team to develop possible solutions surrounding stakeholder concerns in the event they arise, and support stakeholders throughout the challenges of the change process.

**Personnel to engage and empower others for individual and cultural change.**

As the change team's primary focus is on initiating broad levels of change, and overseeing the change process, it differs from the function of a Professional Learning Community (PLC). The aim of a PLC is to "engage professionals in *disciplined collaborative enquiry* in order to generate new approaches to learning and teaching that will have a positive impact on student outcomes" (Harris, Jones and Huffman, 2017, p. 4), resulting in achievement of the envisioned future state of the institution. As the change discussed throughout this OIP involves the learning of new skills and challenges faculty to adapt their pedagogical approach, the development of a PLC will provide the opportunity for faculty to engage in a community focused around a shared vision and goals, in an environment where consultation, advice and support is provided to enhance their effectiveness as professionals.

In order for the PLC to be effective, there are two conditions that learning communities require. First, members of the PLC must feel supported in processing new information and



understanding in order to assess the implications for their practice; and second, the focus of the PLC should be upon achieving the desired future state, making a positive impact on student learning (Harris et al. 2017). In order to meet the first condition, an industry expert - that is, myself as change leader - specializing in developing online courses will act as a guide to assist faculty through the change process. The PLC will allow faculty the space to deconstruct the proposed change, and through reflection and analysis, examine how their own values and pedagogy align with the vision of the institution and province. Bennis and Nanus (1985) explain four strategies for leaders to use during the transformation process. The first strategy includes presenting a simple, understandable and clear vision of the future state of the institution. In doing so, faculty will develop an understanding of how they fit into the overall direction of the institution. Secondly, leaders are described as “social architects” as they are able to mobilize faculty to align themselves with the shared vision indicated in the previous strategy. This will be done once faculty commit to the PLC and begin their journey in developing their e-pedagogical approach. Third, leaders create trust in faculty by being consistent, reliable and always working towards the initial goals of the PLC. Lastly, leaders have an awareness of their strengths and competencies and immerse themselves in the goals and tasks associated with the vision. By modeling my own positive self-regard, faculty will reflect these feelings within themselves and will feel a sense of confidence and intrinsic desire to achieve the intended goals.

The participation in the PLC will be voluntary, due to the parameters set out by the Ontario Public Service Employees Union (OPSEU), which indicates that faculty must agree to the delivery method of a course, and cannot be forced to engage in online teaching if it was not specifically identified in their contract upon hiring (OPSEU, 2017). However, if faculty are willing to engage in the change process, Morrissey (2000), describes that “teacher and

administrator learning is more complex, deeper, and more fruitful in a social setting, where the participants can interact, test their ideas, challenge their inferences and interpretations, and process new information with each other” (p. 4). The development of a PLC will provide the space and opportunity for members to co-construct their new pedagogical approach through collaborative learning with peers, with the support of a strong leader acting as a guide. The opportunity to be part of the PLC will be open for 8 faculty (chosen on a first-come, first-serve basis) within the Community Services division of the institution to begin with, as an additional development opportunity. Once momentum grows and the PoP has been addressed successfully within this division, the change team can implement PLC’s in other divisions, with the intention of achieving the envisioned future state, throughout the entire institution.

### **Required Resources**

Harris et al., (2017) explain that in order for PLC’s to be successful, “targeted support material, external expertise and adequate resources need to be in place for the PLC work to have a chance of being properly embedded and sustained” (p. 6). The following section will outline additional supports and resources required for change implementation as identified throughout this OIP.

**Time and space.** Time is an important consideration as it will be required for all members involved within the PCL. As the leader of the PLC, I must have sufficient time to work with all members and to ensure they feel supported throughout the change process. Venables (2011) identifies that in order for PLC’s to quickly progress through the change process, they should initially meet a minimum of once per week for 60- 90 minutes. This time may be reduced as faculty begin to make changes to their individual practice, at which point, Venables (2011) suggests meeting 2-3 times for month for 90 minutes. Due to this factor, it is suggested that the

PLC be formed and begin working in the spring semester when faculty's teaching schedules are reduced from what they are during fall and winter terms. This will allow for the time required for substantial change to take place. Throughout this process, the institution will also need to provide a space for the PLC to gather and engage in the change process. Depending on the term, this could be a challenge due to lack of availability of rooms across campus.

**Human and administrative.** As the PLC is composed mostly of faculty, it will require human resources. Venables (2011) identifies that effective PLC's should include 6-8 members at one time, to ensure all members are receiving the support they need. The Associate Dean will need to ensure faculty receive time in their schedule to participate on the PLC, as well as the time they require to make the necessary changes to their teaching practice. Because the OIP focuses on developing online courses, there may also be strain on the IT department as faculty may require more support with the Learning Management System (LMS) as they modify their course content and delivery. Lastly, as the PLC leader, I am required to facilitate and support faculty throughout the change process, which means there will need to be changes to my teaching schedule to account for the coordination and implementation of the PLC.

**Technology.** As this OIP focuses on faculty developing an e-pedagogy, the use of technology is required. As the current LMS system provides a platform for faculty to construct and deliver online courses, no further technology is required.

**Financial.** As I will be filling the role of the expert leading the PLC within the institution, my teaching schedule will be reduced. Because of this, the associated financial costs would include hiring another faculty member to cover my teaching schedule while I dedicate my time to the PLC. As momentum and interest grows for developing an e-pedagogical approach and developing online courses, the institution may decide to create more PLC's and hire outside

experts to act as the PLC leaders in other divisions of the school. At that time, there would be additional costs associated with hiring industry experts, in the case there are not qualified in-house representatives willing to take on the role.

**Potential implementation issues and mitigating against possible challenges.**

Regardless of whether all of the identified resources are provided, challenges surrounding potential implementation issues are unavoidable. As this OIP focuses on PLC's as the main source of implementing the change, it requires the participation of faculty. Faculty may be resistant to the change because they are unclear about the reason for change or do not buy in to the necessity of adapting their pedagogical approach to develop and teach online courses. As the development of online courses and online teaching has not been mandated and is still voluntary, faculty may not see a need to develop their practice. To address this potential issue, it is imperative that the change team clearly conveys the purpose and necessity of the change during the divisional meeting presentation. It is also important for faculty to be given the time to digest and reflect upon their own practice and how their vision aligns with the new vision of the institution and province.

The second potential implementation issue surrounds faculty and administration having the time to contribute to the change team and the PLC. As this change requires a weekly commitment from faculty and members of the change team, it may be challenging to find the time to commit to the change process. This is especially true for faculty who are learning a new pedagogical approach, as well as designing an online course, which potentially includes developing new technological skills. A potential solution to this is for the Associate Dean to build in time to each faculty's workload, which would allocate the specific time required each week to engage in the PLC and change process. As the change plan will span over all semesters,

faculty may need to reduce the amount of community engagement commitments during the fall and winter terms when their teaching hours are higher than in the spring term. This would allow for more time in their schedule to commit to the change process with minimal financial impact on the institution.

### **Identifying Long, Medium and Short Term Goals**

To determine key benchmarks of the OIP with the intent of achieving the desired future state, Elmore's (1979) approach of backwards mapping will be used. This approach begins with the long-term goal in mind and proceeds to medium and short-term goals, which are necessary for the change to take place.

**Long term goals.** The overall long-term goal of this OIP is to reach a state of institutionalization of online teaching in which all faculty are competent, capable, and willing to design and implementing online courses. Cawsey et al. (2016) describe institutionalization as "involving the successful conclusion of the transition to the desired new state" (p. 54), which is also the last stage in the Change Path Model (2016).

A key indicator of this goal will be evident when faculty feel intrinsically motivated to develop their e-pedagogy to meet the needs of their student population and participate willingly in a PLC to do so. At the end of this process, the institution will be providing online classes, which reflect their current standards of quality as in-class courses and reflect the institution's and province's vision of providing twenty-first century learning experiences.

**Medium term goals.** The medium term goals of this OIP are for faculty to engage in the PLC and begin the change process by reflecting on their own values and pedagogical approach. This stage reflects Cawsey et al.'s (2016) Mobilization stage as faculty will be engaging with others in discussion concerning what needs to change in their practice, and as their change

leader, I will be nurturing their participation throughout this process through providing a supportive and motivating atmosphere. Faculty will also begin developing their e-pedagogical approach by translating their knowledge, skills, abilities and new ways of thinking into practice by selecting a course to develop online. This reflects Cawsey et al.'s (2016) Acceleration stage as it involves action planning and implementation.

**Short term goals.** The immediate goals for this OIP is forming the change team, which will engage in a critical analysis of the institution to develop an understanding of forces for and against the change. This reflects Cawsey et al.'s (2016) Awakening stage as it considers institutional gaps between the legislation and the institution's current state. Next, the change team will gather data regarding faculty's current abilities and desire to embrace an e-pedagogical approach, and then clearly convey the need for change, the importance of the change and how faculty can engage in the change process.

**Limitations of the plan.** As with any proposal for change, there are certain limitations that may arise. Orchestrating change through a bureaucratic organizational structure may present a challenge due to the hierarchical decision-making process currently reflected within the institution. As gaining approval from the Board of Directors is the first step the change process, an emphasis must be placed upon achieving approval through developing a proposal with support of this OIP.

The second challenge that may arise surrounds the required commitment of time in order to implement the change process. As explained in previous sections, faculty would be required to commit a minimum of one hour per week to the PLC, which might impact their engagement in other initiatives throughout the institution and community. As Venables (2011) asserts, faculty's commitment to supporting peers' development and their learning is a collective responsibility

and a core characteristic of PLC's. If commitment levels of faculty do not remain high, the impact of the change could be limited and the change process could come to a standstill. A priority for ensuring full dedication from faculty would include a commitment from the Associate Dean that all participating faculty will be given time within their schedule to work with the PLC and to further develop their pedagogical practice. Depending on each faculty member's teaching schedule, time may be given by reducing community engagements or by reducing their course load. This decision would be made on a case-by-case basis as individual faculty member's schedule may differ. Next, it will be my responsibility as the PLC leader, to employ transformational and adaptive leadership techniques by acting as a coach and advisor while communicating high expectations to PLC members. My role will include inspiring members through motivation to become committed to their goals and to tie faculty and their self-concepts to the organization's identity (Bass & Avolio, 1994).

### **Change Process Monitoring and Implementation**

Throughout this OIP, Cawsey et al.'s (2016) Change Path Model was used as a practical framework to guide the change process. We began in the Awakening stage and proceeded through the subsequent stages of Mobilization and Acceleration, which now brings us to the final stage, Institutionalization. It is in this final stage that the institution transitions into the desired envisioned state and the change becomes inherent within the organization. Cawsey et al. (2016) describe the importance of measurement and control systems in this stage as they can help to clarify expected outcomes and enhance accountability while assisting change agents in the following ways: (a) They enable change leaders to frame the need for change and clarifies expectations; (b) they provide the opportunity to monitor the environment and guides the change itself, allowing for midcourse corrections; (c) they allow for reflection upon how the change is

being implemented and internalized; (d) they provide an opportunity for assessment on what has been achieved; and lastly, they provide a platform for future change initiatives (Cawsey et al., 2016).

### Tools to Measure Progress

To gain an awareness of the different components of the control system, Table 1, outlines measurement tools (interactive controls, boundary systems, and belief systems) to be used during various stages of the change process.

Table 1

#### *Measurement Tools at Various Stages of the Change Process*

Considerations	Awakening Stage	Mobilization Stage	Acceleration Stage	Institutionalization Stage
<b>Interactive Controls:</b> Environmental Elements to Consider.	Evaluate the need for change using a gap analysis.	Affirm the change plan aligns with the provincial legislation and environmental trends. Consider how culture may impact the chance of success.	Ongoing monitoring of the change process including the impact of PLC on the change process.	Obtain feedback from faculty and change team on the effectiveness of the PLC and its impact on the change process.
<b>Boundary System:</b> Boundaries to Consider.	Propose change ideas to stakeholders to determine the likely level of acceptance.	Provide research to stakeholders supporting the need for the change and select/ develop an appropriate change plan.	Assess risk and monitor how faculty are responding to the change process through face-to-face meetings throughout the PLC.	Reevaluate boundary limits of PLC to ensure appropriateness and efficiency in the change process.
<b>Belief Systems:</b> Measuring perspectives and values.	Assess how the current vision aligns with the vision for change. Communicate the connection between current and desired state.	Use qualitative methods (face-to-face meetings) to determine level of acceptance of the new vision and the proposed change plan.	Reaffirm faculty's beliefs and values throughout the change process and support their progress of developing an e-pedagogy.	Reassess and reaffirm core values based upon learning throughout the change process.
<b>Diagnostic Controls:</b> Resources measuring progress and adjustments.	Assess impact of the existing controls on the change process. Consider what systems are required for the change process to be successful.	Develop milestones for PLC to achieve, which serve as check-in points in the case that the controls systems need to be altered.	Evaluate the progress against milestones. Reflect upon faculty's participation in PLC and their progress towards the goal. Modify the milestones and measures as needed.	Confirm new systems, processes and behaviours established by the change are functioning. Evaluate change and reflect on how the process could improve.

*Note.* Adapted from "Organizational change: An action-oriented toolkit," by T. F. Cawsey, G. Deszca and C. Ingols, 2016, Los Angeles, CA: SAGE.



### **Change Process Time Frame**

As a beginning outline for development of this OIP, a three- year plan has been set forth in which highlights the time frame of the OIP, actionable items, specific tasks, and monitoring and evaluation measures which include a combination of participatory, rapid appraisal methods and performance indicators (World Bank, 2004) to monitor and evaluate change. As most faculty do not work during the summer months (June-August), there is a gap between actionable items in the spring term (May) and in implementation of the items in the fall (September). A summary of the timeline can be seen in Table 2.

**September 2020.** Formation of the change team occurs, which will begin a critical organizational analysis to determine areas of strengths and need. The change team will develop a vision for change and solutions to current organizational gaps. Participatory monitoring and evaluation methods will be used which involves stakeholders at different levels working together to identify problems, collect and analyze information, and generate recommendations.

**January 2021.** The change team will present at the January divisional meeting to highlight the provincial vision for post-secondary education and outline alignment with the institution's mission and vision. Proposed solutions will be discussed.

**February 2021.** A follow- up session on the vision of the institution and proposed solutions will be held to outline expected commitments, the change process and discuss faculty's role within the solution. Key informant interviews will be used which includes series of open-ended questions posed to faculty within the session to begin the reflecting process on their personal vision and values and how it aligns with the institutions.

**May 2021.** The formation of the PLC will occur and work will begin. Faculty will work with the change leader and PLC to determine how their vision aligns with institution and the steps to reach the desired future state. Faculty will work to develop their e-pedagogy and begin the design process of an online course. To monitor and evaluate at this stage, direct observations which included the use of a detailed observations to document what is seen and heard within the PLC will be used. The information may be about ongoing activities, processes, discussions, social interactions, and observable results. The PLC leader will share relevant observations with the change team when appropriate.

**September 2021.** At this stage, faculty will implement their online course by using skills and knowledge gained through the PLC over the fall and winter term. The monitoring and evaluation strategy at this stage surrounds focus group discussions which facilitate discussion among the PLC participants. As the PLC leader, I will use anecdotal records to record comments and observations. Beneficiary assessments will also be used to consult with stakeholders to identify constraints and receive feedback in an effort to improve services throughout the change process.

**May 2022.** Revision of faculty's online courses will occur at this stage since their workload is decreased during the spring term. At this time, faculty work within the PLC to reflect on experience developing online course and make changes to content and/or their pedagogical approach. Beneficiary assessment methods will be used which will involve systematic consultation with the PLC and the change team to identify and design development initiatives, develop solutions for constraints to participation, and provide feedback to improve services and activities.

**September 2022.** At this stage, faculty will use their knowledge and skills in developing and implementing online courses, without support from the PLC. Performance indicators are used to measure inputs, processes, outputs, outcomes, and impact of PLC. Formal surveys will be distributed which will enable the Change Team to track progress, demonstrate results, and take corrective action to improve service delivery. Participation of key stakeholders in defining indicators is critical because they are then more likely to understand and use indicators for management decision-making.

Table 2

Summary of the Change Process Time Line

Timeline	Action
<b>September 2020</b>	<ul style="list-style-type: none"> <li>• Form change team</li> <li>• Conduct critical organizational analysis</li> <li>• Develop vision for change and solution</li> </ul>
<b>January 2021</b>	<ul style="list-style-type: none"> <li>• Present at divisional meeting</li> <li>• Discuss alignment with provincial vision for post-secondary institutions</li> <li>• Identify need for change and faculty's role within the change process</li> </ul>
<b>February 2021</b>	<ul style="list-style-type: none"> <li>• Follow-up session for faculty to discuss change process in greater detail</li> </ul>
<b>May 2021</b>	<ul style="list-style-type: none"> <li>• Change process begins with formation of PLC</li> <li>• PLC work through stages of E-Pedagogy Faculty Training Program</li> <li>• Faculty progress in designing their online course</li> </ul>
<b>September 2021</b>	<ul style="list-style-type: none"> <li>• Faculty implement their online course with continued support of PLC</li> </ul>
<b>May 2022</b>	<ul style="list-style-type: none"> <li>• Faculty revise their online course making necessary changes after implementation</li> <li>• Reflect on PLC experience</li> </ul>
<b>September 2022</b>	<ul style="list-style-type: none"> <li>• Faculty apply their knowledge and skills to continue developing other online courses without the support of the PLC</li> </ul>

### Change Cycle Model

When planning for organizational change, Donnelly and Kirk (2015) present the Plan, Do, Study, Act (PDSA) model for effective change management and adapting organizational change. Figure 6, outlines key components involved with each stage of the OIP using the PDSA model in reference to the PoP.

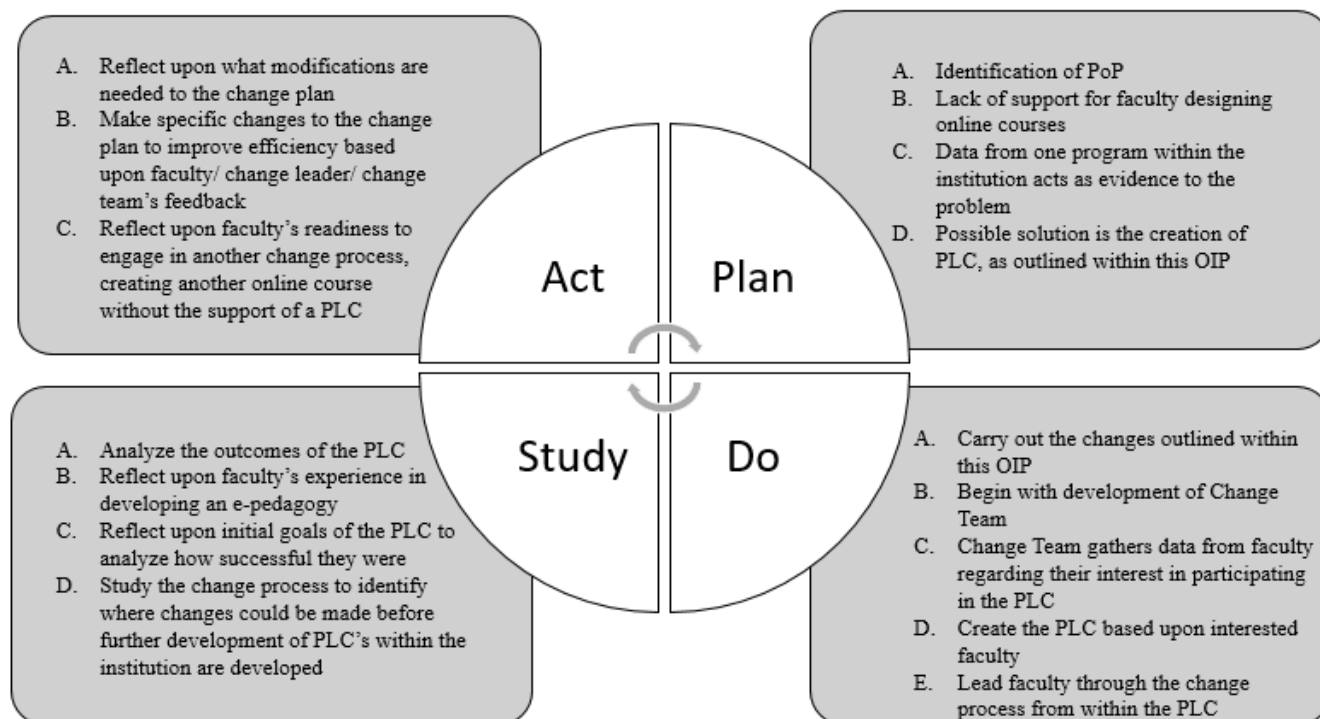


Figure 6. Plan, Do, Study, Act Model in relation to the PoP. Adapted from *How to use the PDSA model for effective change management*, by P. Donnelly and P. Kirk, P. (2015). *Education for Primary Care*, 26(4). Copyright 2015, Rockcliff Publishing Limited.

For likelihood of sustained improvements within the organization, Donnelly and Kirk (2015) suggest repeated use of small PDSA cycles to facilitate the change process. This is reflected in the OIP, as the intention is to begin with one PLC within one department, and once a full cycle has been completed, evaluated and modified (if required) the change plan can expand to include multiple PLCs within other divisions.

In short, there is tremendous value in selecting the correct tools to measure and track change, gauge progress and assess change throughout the initiative. It is important for change leaders to incorporate constant monitoring and evaluation procedures to act in a proactive

manner by being in tune with the progress of the change process and ensuring constant alignment with stakeholder goals to reach the envisioned future state.

### **Plan to Communicate the Need for Change and the Change Process**

A key component of a successful change plan includes a plan to communicate the need for change, and a plan to communicate the change process itself. It is through communication that meaning is given to the change process and answers the question, “*why change?*” Fairhurst and Connaughton (2014) assert that “*meaning* is one of the most important components of human communication as it places emphasis on authorship and formative power of language” (p.9). Change leaders must develop a variety of communication strategies and be able to tailor each strategy to gain commitment from members to the change process, which are outlined below.

### **Organizational Change and Communication Needs**

As communication is critical to the success of the change process, the following section identifies the stages of organizational change along with corresponding activities and communication needs (Klein, 2016) by incorporating Lewin’s (1951) Three Stage Model of Change, “Unfreezing, Changing and Refreezing” (Lewin, 1951).

**Organizational objectives.** Beginning with Lewin’s (1951) “Unfreezing” stage, change leaders can begin readying the institution for the change by analyzing current practices, challenging the status quo and providing for the rationale. During the “Changing” stage, leaders bring the change process with the change team and PLC. They develop momentum within the each group by celebrating milestones and small wins. Lastly, during the “Refreezing” stage, change leaders reinforce the change, identify and rectify weaknesses and correct deficiencies and focus on institutionalizing the change.

**Organizational activities.** During the “Unfreezing” stage of organizational activities, leaders engage in planning the change process by working with the change team. In this stage, the change team designs the structures to support the change process (PLC) and targets change areas (PoP). This is done by collecting data through completion of a gap analysis and soliciting the change team’s input. During the “Changing” stage, change agents implement the change in selected areas (faculty begin developing an e-pedagogical approach within the Community Service division). Change agents also monitor the impact of change using outlined tools and modifying the process as warranted. In the “Refreezing” stage, change leaders work to broaden the change to all appropriate areas (opening PLC’s to other divisions), reward successes and monitor organizational structures to ensure change is maintained.

**Communication needs.** In relation to Lewin’s (1951) “Unfreezing” stage, change agents begin explaining issues, needs, and the rationale for the change. They explain the beginning steps to faculty during a designated presentation (divisional meeting) and subsequent meetings. Their role is to reassure faculty using various methods of communication and leadership. In the “Changing” stage, change agents inform employees of progress, obtain input from faculty and the change team as to the effects of the process, develop knowledge and understanding among administration/ faculty, and address challenging misconceptions. Change agents should use transformational and adaptive leadership techniques to continuously reassure employees of the change by describing and clarifying expectations of all members within the change initiative. The final “Refreezing” stage includes publicizing the success of the change, institution wide and stimulating interest of other faculty to commit to a PLC and engage in the change process themselves.

As change agents understand the organizational communications needs which address the organizational objectives, organizational activities and communication needs, each stage of the change process is mapped out, addressing relevant communication points throughout the initiative. As each stage of the change requires a different strategy of communication, for example, the “Unfreezing” stage will include more rationales, explanations and reassurances, whereas the final stage of “Refreezing” focuses on organizational outcomes (Klein, 1996), it is important that change leaders focus on the specific communication needs occurring as the change transitions from phase to phase.

### **Developing a Communication Strategy**

Along with identifying organizational communication needs, developing a communications strategy is also important. Klein (1996) suggests that “a communications strategy should coincide with the general stages of a planned change and the relevant associated information requirements” (p.36). Klein (1996) identifies six key principles for organizational communication, as explained below.

***Message redundancy is related to message retention.*** This strategy highlights the need for the message to be conveyed several times, using several mediums. Klein (1996) asserts that the more frequently a message is conveyed, the higher the likelihood of people remembering the message.

***Approach for communicating with the change team.*** The approach for communicating with the change team will begin with an initial email with a copy of the OIP and a summary of key points. Within the email, I will request their participation on the change team, and outline key responsibilities as a member. I will request a response within three weeks and send a subsequent email five days prior to the three week period ending reminding them of the opportunity. Once I

receive a response, I will distribute a hard-copy of the OIP and send an email with a survey for optimal meeting times and arrange a face-to-face meeting with the team based upon this information. Once the change team has been established, meetings will take place on a monthly basis to ensure strong communication patterns are established (Kozlowski and Ilgen, 2006) and to take full advantage of the strengths of the change team.

### **Approach for Communicating with Faculty**

When communicating with faculty, my initial communication will be in the form of an announcement via email of a presentation at the spring divisional meeting. At the divisional meeting, I will present key components outlined within the OIP, focusing on the vision of the province and institution to offer online courses. I will present the opportunity for faculty to engage in the PLC to develop their own e-pedagogy and transform one of their courses to an online format. I will provide a written summary of the opportunity to be distributed during the meeting. I will also convey that there will be a follow-up meeting scheduled for the following month which will give faculty the opportunity to digest the information, reflect upon their own practice and ask questions for clarification during the follow-up meeting. An email will be sent out two weeks later inviting faculty from the division to take part in the follow-up session, scheduled two weeks from the email. The option to attend via teleconference or via videoconference will also be provided, and the session will be recorded for faculty who are not able to attend the meeting, but who are still interested in learning more about the opportunity.

**Face-to-face communication is a preferred medium.** As Klein (1996) describes, meeting face-to-face is most effective due to its immediacy and interactive potential which encourages involvement in the process. Communication with the change team and with faculty will be mostly face-to-face, as it provides the opportunity to clarify ambiguities and assists in



ensuring the sender and receiver are connecting effectively while also communicating emotional aspects which may not be as clear if not face-to-face. Klein (1996) describes that in-person meetings can be a powerful force in the change process as he indicates that in a group context, in-person meetings provides “the communicator with an opportunity to capitalize on the different perspectives and interpretations that are likely to result from a complex message in terms of providing explanations and clarifications relevant to likely variations of understanding” (p.35). This is relevant to the PLC as it will be comprised of faculty with differing experiences and feelings about the change process and it will provide the opportunity for the me (as the change leader) to adapt my approach and work with each member individually, meeting their varying needs throughout the change process.

**The line hierarchy is the most effective organizationally sanctioned communication channel.** When communicating the change plan to stakeholders, it is important that they feel a sense of trust and creditability towards the change plan, and towards me, as the leader of the change. As Klein (1996) states, “the credibility of a message is directly related to the status of the source of that message and higher status is normally accorded to the line hierarchy” (p.35) Line hierarchy within an institution provides a formal communication channel throughout the change process. When members from the change team support the OIP, there is more weight put on its value as it is substantiated and supported by the change team. When members are fully informed at each level of the line, and are treated as communication partners, essential to the change process, more progress can be made as all communication channels are open. Direct supervision is the expected and most effective source of organizationally sanctioned information.

Since this OIP includes stakeholders at the management level (change team) and at the faculty level, there is an innate hierarchical structure already present within the institution. Within the change team and within the PLC, supervisors are the key communicators of the change process. As Klein (1996) describes, “people expect to hear important, officially sanctioned information from their immediate supervisor or boss” (p.35), which highlights the need for supervisors to be informed and conveying accurate information. As I will be the change leader for the PLC, I will be taking on a supervisory role within the group. I will have the opportunity to meet with faculty one-on-one, on a weekly basis during the PLC where I will be able to convey the change plan to each individual faculty and clarify questions or concerns that may arise. As a member of the change team, I will be responsible for conveying faculty progress to the change team, throughout the change process. This will provide information to the change team regarding the progress of the change plan. Based upon this information, changes can be made to the change progress, should it be required. To ensure clear communication throughout the change process, I will create a summary after each meeting indicating key points to share with stakeholders and communicate the summaries via email and through face-to-face meetings.

**Opinion leaders are effective changers of attitudes and opinions.** Klein (1996) highlights the impact leaders can have on the attitudes and opinions of teams. As my role within the OIP is one of a change leader, it is critical that I am reflecting a transformational and adaptive leadership approach where I am able to relate to members, motivate them through challenging times and inspire them to achieve their personal best. As Buller (2014) describes, it is important to replace nay-sayers with “innovation midwives” (p. 150) who will foster positivity, be optimistic about the change process and reinforce that change is good. Klein (1996) describes that “those who have collegial authority have a disproportionate impact on others’

opinions and attitudes (p.36), highlighting the importance of a consistent leadership approach throughout the entire change process.

**Personally relevant information is better retained than abstract, unfamiliar or general information.** Based upon Klein's (1996) research, employees place most importance on information that is "associated with work standards of evaluation, work expectations, reinforcement of performance and technical work-related information" (p.36). This is important to consider when presenting this OIP to faculty and the change team. If I am able to directly link the future of their employment to the need for change and the change process, Klein (1996) believes that there will be more attention paid and effort made to the change initiative. As the focus of the OIP surrounds the province's vision of providing twenty-first century learning experiences to meet student needs, it is imperative that institution and faculty are also aligned with this vision. As Daher (2016) asserts, "in today's competitive environment, the capacity to innovate has become a critical factor for an organization's survival" (p. 1). By conveying this need directly to members within the change team and within the PLC, I will be making the change personally relevant to them, which should encourage their commitment to the change initiative.

### **Conclusion**

Chapter 3 has focused on explaining a change implementation plan, using Cawsey et al.'s (2016) Change Path Model, which highlighted strategies for change by summarizing goals and priorities of the planned change. The development of a change team was proposed to lead the change process, and to facilitate change in a meaningful and efficient manner, calling upon various stakeholders' expertise, knowledge and dedication to the change process and a solution to the PoP was identified. The development of a PLC was explored which highlighted various

stakeholder's roles, including my role as the change leader. To drive the changes identified throughout this OIP, I will be utilizing transformational and adaptive leadership techniques to support and encourage faculty throughout the change process, ensuring faculty feel a sense of security and autonomy over their pedagogical practice. My intention as the change leader will be to guide the change process while supporting and fostering the collaborative and collegial culture that currently exists within the institution. Next, a change process monitoring and evaluation plan was explored which outlined the proposed tools and measures that will be used to track change, gauge process and assess change by connecting with Donnelly and Kirk's (2015) "Plan, Do, Study, Act (PDSA)" model. As the change plan spans over three years, monitoring and evaluating the change process throughout its entirety will be crucial for the success and longevity of the change. Lastly, Lewin's (1951) Three Stage Model of Change, "Unfreezing, Changing and Refreezing" was used to analyze each stage of the change process and corresponding communications strategies were examined.

### **Next steps and Future Considerations**

The institution discussed throughout this OIP is one of Ontario's leading Polytechnic institutions, which mission is to provide outstanding education and training for a changing world, and whose values are student focused, globally connected and place emphasis on innovative teaching practices. The changes identified throughout this OIP close the gap between the mission and vision of the institution and the current teaching practices of faculty within it. Although faculty are not currently required to develop and implement online courses, the future of post-secondary education undoubtedly involves online teaching. In an effort to remain a leader in the industry, it is crucial that faculty are aware of the pedagogical changes required to develop high-quality online courses and that they are supported with the knowledge and tools to be able to do

so. As the institution's 2017- 2020 Strategic Plan includes a focus on reaching international students, both on-campus and online, developing an e-pedagogy to design and implement online courses will be critical to the success of the institution in the coming years.

Although this OIP begins with the development of one PLC, the next steps will be to implement the change process on a more broad scale, eventually providing the opportunity for all faculty to engage in a PLC to develop their own e-pedagogical practice. By carefully executing the change plan, through the creation of a change team and PLC, reflective of an all-channel network, propelled by professional collaboration and learning, faculty will feel a sense of empowerment and autonomy over their pedagogical practice and participate in the change process in a meaningful and positive way.

Key considerations for this OIP will be ensuring faculty feel a sense of connectedness and value within the institution. It is important that administration reflect the belief that the institution is composed of more than a system of policies, procedures and strategic goals, it also includes a human element. This belief is critical to the success of the institution, as success is reliant upon the capacity of their personnel (Bolman & Deal, 2017). As this OIP focuses on faculty's individual beliefs and pedagogical approach, each member may move through the change process at varying speeds, requiring various levels of support. It will be important that the change team and I, as the change leader of the PLC, have an awareness of the personal nature of this change and support faculty on their individual journeys throughout the change process, reflecting transformational and adaptive leadership approaches.

The goal of this OIP was to create a detailed plan describing how the change process would unfold, by considering multiple variables and multiple stakeholders. Overall, the integration of this OIP would contribute to the positive culture of the institution, as it would

provide the tools necessary to support faculty with the development and implementation of online courses, closing the gap between the current state and the future envisioned state of the institution.

### References

- Bacchi, C. L. (2009). *Analysing Policy: What's the Problem Represented to Be?* Frenchs Forest, Australia: Pearson.
- Baldrige, J. V. (1971). *Academic governance: research on institutional politics and decision making*. San Pablo, CA: McCutchan Pub. Corp.
- Bandura, A. (1999). Social cognitive theory: An agentic perspective. *Asian Journal of Social Psychology*, 2(1), 21–41. <https://doi.org/10.1111/1467-839x.00024>
- Bartley, S., & Golek, J. (2004). Evaluating the cost effectiveness of online and face-to-face instruction. *Educational Technology & Society*, 7(4), 167–175.
- Bass, B. M., & Avolio, B. J. (1994). *Improving Organizational Effectiveness Through Transformational Leadership*. Thousand Oaks, CA: SAGE Publications.
- Bass, B. M., & Riggio, R. E. (2006). *Transformational Leadership* (2nd ed.). Mahwah, NJ: L. Erlbaum Associates.
- Bates, R., & LaBrecque, B. (2017). Distance learning: A game changer. *Online Journal of Distance Learning Administration*, 20(2), 1-9.
- Beckhard, R., & Harris, R. T. (1987). *Organizational transitions: Managing complex change* (2nd ed.). Boston, USA: Addison-Wesley Publishing Company.
- Bennis, W. G., & Nanus, B. (1985). *Leaders: The Strategies for Taking Charge*. New York: Harper & Row.

Betts, K. (1998). An institutional overview: Factors influencing faculty participation in distance education in post- secondary education in the United States : An institutional study.

*Online Journal of Distance Learning Administration*, 1(3), 27-44.

Blaschke, L. M., & Hase, S. (2014). Heutagogy, technology, and lifelong learning for professional and part-time learners. *Transformative Perspectives and Processes in Higher Education*, 75–94. [https://doi.org/10.1007/978-3-319-09247-8\\_5](https://doi.org/10.1007/978-3-319-09247-8_5)

Bolman, L. G., & Deal, T. E. (2017). *Reframing Organizations: Artistry, Choice, and Leadership* (4th ed.). Hoboken, NJ: Jossey- Bass.

Bowers, A. (2017). University-community partnership models: Employing organizational management theories of Paradox and Strategic Contradiction. *Journal of Higher Education*, 21(2), 37–64.

Buller, J. L. (2014). *Change Leadership in Higher Education: A Practical Guide to Academic Transformation*. San Francisco, CA: Jossey- Bass.

Burnes, B., & By, R. T. (2011). Leadership and change: The case for greater ethical clarity. *Journal of Business Ethics*, 108(2), 239–252. <https://doi.org/10.1007/s10551-011-1088-2>

Buys, N., & Bursnall, S. (2007). Establishing university–community partnerships: Processes and benefits. *Journal of Higher Education Policy and Management*, 29(1), 73–86.

<https://doi.org/10.1080/13600800601175797>

Cassell, M., & Halaseh, O. (2004). The impact of unionization on university performance. *Journal of Collective Bargaining in the Academy*, 6, 1–24.



Cawsey, T., Deszca, G., & Ingols, C. (2016). *Organizational change: An action- oriented toolkit*. Los Angeles: SAGE. (Rev. ed.). Los Angeles, CA: Sage.

Curry, B. K. (1992). *Instituting Enduring Innovations: Achieving Continuity of Change in Higher Education*. Toronto, CA: John Wiley & Sons.

Daher, N. (2016). The relationships between organizational culture and organizational innovation. *International Journal of Business and Public Administration*, 13(2), 1-15.

Dailey-Hebert, A., & Dennis, K. S. (2015). *Transformative Perspectives and Processes in Higher Education*. NY, USA: Springer International Publishing.

Deming, D. J., Goldin, C., Katz, L. F., & Yuchtman, N. (2015). Can online learning bend the higher education cost curve? *American Economic Review*, 105(5), 496–501.  
<https://doi.org/10.1257/aer.p20151024>

Detert, J. R., Schroeder, R. G., & Mauriel, J. J. (2000). A framework for linking culture and improvement initiatives in organizations. *The Academy of Management Review*, 25(4), 850–863. <https://doi.org/10.2307/259210>

Dirks, K. T., & Ferrin, D. L. (2001). The role of trust in organizational settings. *Organization Science*, 12(4), 450–467. <https://doi.org/10.1287/orsc.12.4.450.10640>

Donnelly, P., & Kirk, P. (2015). Use the PDSA model for effective change management. *Education for Primary Care*, 26(4), 279–281.  
<https://doi.org/10.1080/14739879.2015.11494356>

- Ehrich, L. C., Harris, J., Klenowski, V., Smeed, J., & Spina, N. (2015). The centrality of ethical leadership. *Journal of Educational Administration*, 53(2), 197–214.  
<https://doi.org/10.1108/JEA-10-2013-0110>
- Elmore, R. F. (1979). **Backward mapping: implementation research and policy decisions.** *Political Science Quarterly*, 94(4), 601-603. <https://doi.org/10.2307/2149628>
- Fairhurst, G. T., & Connaughton, S. L. (2014). Leadership: A communicative perspective. *Leadership*, 10(1), 7–35. <https://doi.org/10.1177/1742715013509396>
- Fein, A. D., & Logan, M. C. (2003). Preparing instructors for online instruction. *New Directions for Adult and Continuing Education*, 2003(100), 45–55. <https://doi.org/10.1002/ace.118>
- Garrison, D. R., & Kanuka, H. (2004). Blended learning: Uncovering its transformative potential in higher education. *The Internet and Higher Education*, 7(2), 95–105.  
<https://doi.org/10.1016/j.iheduc.2004.02.001>
- Georgina, D. A., & Olson, M. R. (2008). Integration of technology in higher education: A review of faculty self-perceptions. *The Internet and Higher Education*, 11(1), 1–8.  
<https://doi.org/10.1016/j.iheduc.2007.11.002>
- Grigsby, K. (2008). Committee, task force, team: What’s the difference? Why does it matter? *Academic Physician & Scientist*, 42(2), 4–5.
- Harasim, L. M. (2012). *Learning Theory and Online Technologies*. NY, USA: Routledge.
- Harris, A., Jones, M. S., & Huffman, J. B. (2017). *Teachers Leading Educational Reform: The Power of Professional Learning Communities*. London, EN: Routledge.

Heifetz, R. (1994). *Leadership Without Easy Answers*. USA: Harvard University Press.

Heifetz, R., Grashow, A., & Linsky, L. (2009). Leadership in (permanent) crisis. *Harvard Business Review*, 87(7), 62–69.

Hord, S. (2009). Professional learning communities: Educators work toward a shared purpose-Improved student learning. *National Staff Development Council*, 30(1), 40–44.

Kaplan, R. S., & Norton, D. P. (1996). *The Balanced Scorecard: Translating Strategy Into Action*. USA: Harvard Business School Press.

Katz, S., & Dack, L. A. (2013). *Intentional Interruption: Breaking Down Learning Barriers to Transform Professional Practice*. Thousand Oaks, CA: SAGE Publications.

Kebritchi, M., Lipschuetz, A., & Santiago, L. (2017). Issues and challenges for teaching successful online courses in higher education. *Journal of Educational Technology Systems*, 46(1), 4–29. <https://doi.org/10.1177/0047239516661713>

Kezar, A. J. (2014). *How Colleges Change: Understanding, Leading, and Enacting Change*. New York, USA: Routledge.

Kezar, A., & Lester, J. (2011). *Enhancing Campus Capacity for Leadership: An Examination of Grassroots Leaders in Higher Education*. Sanford, CA: Stanford University Press.

Kirkwood, A., & Price, L. (2005). Learners and learning in the twenty-first century: what do we know about students' attitudes towards and experiences of information and communication technologies that will help us design courses? *Studies in Higher Education*, 30(3), 257–274. <https://doi.org/10.1080/03075070500095689>

- Klein, S. M. (1996). A management communication strategy for change. *Journal of Organizational Change Management*, 9(2), 32–46.  
<https://doi.org/10.1108/09534819610113720>
- Kozlowski, S. W. J., & Ilgen, D. R. (2006). Enhancing the effectiveness of work groups and teams. *Psychological Science in the Public Interest*, 7(3), 77–124.  
<https://doi.org/10.1111/j.1529-1006.2006.00030.x>
- Lavin, A., Korte, L., & Davies, T. (2010). The impact of classroom technology on student behavior. *Journal of Technology Research*, 2(1), 167.
- Lewin, K. (1951). *Field theory in social science*. Toronto, CA: Harper & Brothers.
- Manning, K. (2013). *Organizational Theory in Higher Education*. New York, USA: Routledge.
- McCleskey, J. (2014). Situational, transformational and transactional leadership and leadership development. *Journal of Business Studies Quarterly*, 5(4), 117–130.
- McLean, J. (2004). Addressing faculty concerns about distance learning. *Online Journal of Distance Learning Administration*, 8(4), 1-9.
- Mintzberg, H., & Westley, F. (2001). Decision making: It's not what you think. *Sloan Management Review*, 42, 89–93.
- Morrissey, M. (2000). Comprehensive school improvement: Addressing the challenges. *Issues about Change*, 9(1), 2-9.
- Nadler, D., & Tushman, M. (1980) A model for diagnosing organizational behavior. *Organizational Dynamics*, 9(2), 35-51.

Northouse, P. G. (2015). *Leadership: Theory and Practice* (7th ed.). Thousand Oaks, USA: SAGE Publications.

Olcott, D., & Wright, S. J. (1995). An institutional support framework for increasing faculty participation in postsecondary distance education. *American Journal of Distance Education*, 9(3), 5–17. <https://doi.org/10.1080/08923649509526894>

Ontario Ministry of Training, Colleges and Universities. *Empowering Ontario: Transforming Higher Education in the 21st Century*. Toronto: Queen's Printer for Ontario, 2012.

Ontario Ministry of Training, Colleges and Universities. *Strengthening Ontario's Centres of Creativity, Innovation and Knowledge*. Toronto: Queen's Printer for Ontario, 2012.

Ontario Ministry of Training, Colleges and Universities. *Ontario's differentiation policy framework for post-secondary education*. Toronto: Queen's Printer for Ontario, 2013.

Ontario Ministry of Training, Colleges and Universities. (2019). OntarioLearn. Retrieved September 28, 2019, from <https://www.ontariolearn.com/>

Paradis, E., O'Brien, B., Nimmon, L., Bandiera, G., & Martimianakis, M. A. (Tina). (2016). Design: Selection of data collection methods. *Journal of Graduate Medical Education*, 8(2), 263–264. <https://doi.org/10.4300/JGME-D-16-00098.1>

Paulsen, M. B., & Smart, J. C. (2001). *The Finance of Higher Education: Theory, Research, Policy, and Practice*. NY, USA: Agathon Press.

Piaget, J. (1970). *Genetic epistemology*. NY, USA: Columbia University Press.

Prensky, M. (2001). Digital natives, digital immigrants Part 1. *On the Horizon*, 9(5), 1–6.

<https://doi.org/10.1108/10748120110424816>

Ramaley, J. (2014). The changing role of higher education: Learning to deal with wicked problems. *Journal of Higher Education Outreach and Engagement*, 18(3), 7–22.

Richman, B., & Farmer, R. (1974). *Leadership, goals, and power in higher education*. San Francisco, USA: Jossey- Bass.

Sabatier, P. A. (1988). An advocacy coalition framework of policy change and the role of policy-oriented learning therein. *Policy Sciences*, 21(2), 129–168.

<https://doi.org/10.1007/bf00136406>

Schein, E. (1985). *Organizational culture and leadership*. San Francisco, USA: Jossey- Bass.

Schein, E. (1990). Organizational culture. *American Psychologist*, 45(2), 109–119.

Schein, E. (2016). *Organizational culture and leadership* (4th ed.). Hoboken, USA: Wiley.

Schell, G., & Janicki, T. (2013). Online course pedagogy and the constructivist learning model.

*Journal of the Southern Association for Information Systems*, 1(1), 26-36.

<https://doi.org/10.3998/jsais.11880084.0001.104>

Scott, W. R. (2013). *Institutions and organizations: Ideas, interests, and identities*. Thousand Oaks, USA: SAGE Publications.

Serdyukov, P. (2015). Does online education need a special pedagogy? *Journal of Computing and Information Technology*, 23(1), 61–74. <https://doi.org/10.2498/cit.1002511>

Skinner, B. F. (1965). *Science and Human Behavior*. NY, USA: Free Press.

Smith, W. K., & Tushman, M. L. (2005). Managing strategic contradictions: A top management model for managing innovation streams. *Organization Science*, 16(5), 522–536. <https://doi.org/10.1287/orsc.1050.0134>

Steegman, C., Huertas, A., Martinez, A., & Simosa, J. (2011). Teaching mathematics online in the European area of higher education: An instructor's point of view. *International Journal of Mathematical Education in Science and Technology*, 42, 141–153.

Storberg-Walker, J., & Torraco, R. (2004). Change and higher education: A multidisciplinary approach. *Higher Education, Change, Action Research*, 37(3), 811–818.

Strategic Plan 2017-2021 | [Institution]. (2017). Retrieved from <https://www.institution.ca/about/administration/plans-reports/strategic-plan/>

Strier, R. (2014). Fields of paradox: University-community partnerships. *Higher Education*, 68(2), 155–165.

Venables, D. R. (2011). *The practice of authentic PLCs: A guide to effective teacher teams*. Thousand Oaks, USA: SAGE Publications.

Weber, M. (1958). *Essays in Sociology*. Oxford, UK: Oxford University Press.

Weerts, D., & Sandmann, L. (2008). Building a two-way street: Challenges and opportunities for community engagement at research universities. *Review of Higher Education*, 32(1), 73–106.

Whetten, D. A., & Cameron, K. S. (2010). *Developing management skills* (8th ed.). Burlington, CA: Pearson.

Woodhouse, K. (2015). Money Talk. *Inside Higher Ed*. Retrieved April, 20, 2017 from

<https://www.insidehighered.com/news/2015/04/28/communication-issue-college-%20administrators-and-faculty-during-era-financial-change>



## Appendix A

**Challenges at Various Stages of the Change Process and Leadership Strategies to Support Faculty throughout the Change**

<b>Challenge</b>	<b>Current Practice</b>	<b>Changes to Achieve Desired Goal</b>	<b>Transformational Leadership Methods</b>	<b>Adaptive Leadership Methods</b>
<b>Design:</b> Varying online student needs	No specific practice.	Faculty develop an awareness of their role within an online setting and essential components of e-pedagogy (see Appendix C) to include in an online course. Consider students' learning style and strategies to engage them in an online setting.	Demonstrate genuine concern for the needs and feelings of faculty. Inspire and motivate faculty to engage in the change process through coaching methods. Support risk-taking by encouraging faculty to try new approaches without the fear of scrutiny.	Step back from situation to understand complexities and develop full picture of the change. Provide direction by supporting faculty with identifying challenges. Provide clarity, order and certainty surrounding the change reducing stress among faculty.
<b>Delivery:</b> Translating material from in-class to online	No specific practice.	Faculty develop an understanding of how e-pedagogy differs from traditional pedagogical approaches. Incorporate relevant e-pedagogy components in their online course delivery.	Provide clear vision and direction for the change. Provide individualized support based upon individual faculty needs. Facilitate change sensitively.	Establish an atmosphere in which faculty feel safe taking risks, without fear of ridicule. Monitor and ensure continuation of change throughout the process. Orient faculty to new roles and responsibilities of online instructors.
<b>Follow-Up:</b> Storing and Accessing information	No specific practice.	Faculty understand how to store information, and access it later.	Be accessible. Engage faculty in self-reflection process.	Establish new productive norms. Step back and let faculty engage in the work they need to do by empowering them to problem-solve and think for themselves.

Adapted from "Preparing Instructors for Online Instruction" by A. D. Fein and M. C. Logan, 2003, *New Directions for Adult and Continuing Education*, (100), 45–55; "Transformational Leadership (2nd ed.)" by B. M. Bass and R. E. Riggio, 2006; Mahwah, NJ: L. Erlbaum Associates; and "Leadership without Easy Answers" by R. Heifetz, 1994, USA: Harvard University Press.

*Appendix B***Sample Survey to Determine Change Readiness within the Institution**

<b>The Need for Change</b>					
	<b>Strongly Disagree</b>	<b>Disagree</b>	<b>Neutral</b>	<b>Agree</b>	<b>Strongly Agree</b>
This organization needs to change.					
I know what the vision for the change looks like.					
I am aware of the reasons why change is needed.					
There are a number of good, rational reasons for this change to be made.					
The scope of the proposed change is appropriate and achievable.					
<b>Leadership and Management</b>					
Senior managers are committed to the change.					
There is visible leadership of the change by managers.					
Staff have the opportunity to discuss the change with managers.					
The managers will support staff through the change.					
<b>Attitude to Change</b>					
I think that the change will be beneficial for me.					
I believe that the change will benefit the organisation.					
<b>Communication</b>					
The communications I have received so far about the change have been useful.					
The communications I have received so far about the change have been well-timed.					
I understand how I can provide feedback on the change.					
I think there is enough consultation with staff on the changes.					
<b>Preparation for Change</b>					
I feel that I have the necessary skills and knowledge to make this change work.					
I think that change is usually well-planned in the organisation.					
The organisation usually provides appropriate training for those who need it.					
The staff at the organization generally have the skills required for this change and will be able to build on these.					

Reproduced from Strategy Solutions Ltd. 2019, Retrieved from <http://www.getstrategy.com/>. Reproduced with permission.

## Appendix C

**A Model of Topics in an E-Pedagogy Faculty Training Program**

<b>1. Foundations of Online Pedagogy</b> 1.1. Education as a humanistic and professional value 1.2. Goals and functions of education 1.3. Education as a social and pedagogic process 1.4. Pedagogy as a science 1.5. Educational systems 1.6. Educational psychology 1.7. Major educational theories – Behaviorist learning theory – Cognitivist learning theory – Constructivist learning theory – Collaborative learning theory 1.8. Specifics of online pedagogy and its place in general pedagogy 1.9. Links between pedagogy and other sciences 1.10. Current trends and future developments in education	<b>4. Principles of teaching and learning</b> 4.1. Contemporary pedagogic approaches 4.2. Content of education 4.3. Knowledge construction 4.4. Collaboration and cooperation in teaching and learning 4.5. Educational and professional standards and expectations 4.6. Application of new knowledge and skills in real life and job situations
<b>2. Online higher education</b> 2.1. Goals 2.2. Types 2.3. Structures 2.4. Formats	<b>5. Methods and tools</b> 5.1. Instructional approaches 5.2. Methods of education 5.3. Content presentation 5.4. Inquiry and problem solving 5.5. Interaction and socialization in learning 5.6. Teaching and learning tools
<b>3. Human development as a pedagogic problem</b> 3.1. Formation of an individual as a person, society member and a specialist as a pedagogic problem 3.2. Learning as a developmental process: cognitive, emotional, social, moral and professional development 3.3. Students' characteristics, abilities and learning styles (adult vs. traditional student; students in online vs. brick-and mortar environments)	<b>6. Educational technologies</b> 6.1. Technical and educational characteristics 6.2. Online learning technologies. Learning Management Systems (LMS) 6.3. Social networking tools 6.4. Mobile learning tools 6.5. Technology-based teaching and learning

3.4. Student dispositions 3.5. Motivation 3.6. Socialization in education 3.7. Self-development in the process of learning.	
<b>7. Methodology of teaching and learning</b> 7.1. Instructor and student in the educational process 7.2. The logics and structure of the process 7.3. Types of learning 7.4. Learning strategies and techniques 7.5. Communicative and networking tactics 7.6. Quality control in education: feedback, reflection, assessment and evaluation	<b>9. Designing online education</b> 9.1. Course design 9.2. Course structure 9.3. Instructor activities 9.4. Student activities 9.5. Course materials: modalities and formats
<b>8. Online instructor</b> 8.1. Professional qualifications 8.2. Professional culture and dispositions 8.3. Preparation and continuous professional development 8.4. Pedagogic activities in an online environment 8.5. Instructor's roles and functions 8.6. Teaching style and interactions with students	<b>10. Planning and time management in teaching and learning</b> 10.1. Course and lesson planning 10.2. Time management

Reproduced from "Does Online Education Need a Special Pedagogy?" by P. Serdyukov, 2015, *Journal of Computing and Information Technology*, 61-74. Reproduced with permission.